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ABSTRACT

This curriculum was prepared to help teachers of mentally handicapped adults teach basic work skills and skills for bussing/pot washing or gardening assistant's jobs. The first sections of the curriculum guide cover the curriculum features, admission requirements, the pre-employment component, communications, personal care, number concepts, and basic work skills and knowledge. The sections in the second part of the guide provide course materials for a course on bussing/pot washing. Included are competencies, job activities, teaching methods with course content matched to performance criteria, experience/resources and evaluation methods. The next sections of the guide contain the same kinds of materials for a course on gardening assistants. The final section of the guide provides evaluation criteria for both courses. Samples of learning contracts also are included in the publication. (KC)

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ED263329

RESOURCE BOOK FOR
VOCATIONAL PROGRAMS FOR
MENTALLY HANDICAPPED ADULTS

BUSSING/POT WASHING AND
GARDEN ASSISTANT COURSES

Written by
Delores Jensen

Developed by
Okanagan College
with the assistance of
the Ministry of Education
Post-Secondary Department
Continuing Education Programs Branch
1985

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NOTE OF APPRECIATION

Permission was granted by Mrs. Bobbie Boehm, Douglas College, New Westminster, B.C., to use the Douglas College curriculum for this project. The use of this model is gratefully acknowledged.

Samples of materials have been included with this project. The inclusion of the following samples is acknowledged with appreciation:

1. Admission Procedures - Camosun College, Victoria, B.C.
2. Guideline for Interviewing Applicants - Douglas College, New Westminster, B.C.
3. Description of Mentor Project - Camosun College, Victoria, B.C.
4. Basic Occupational Education Program Checklists - Douglas College, New Westminster, B.C.
5. A Program Flowchart of Modules Leading to Jobs in Basic Horticulture - Douglas College, New Westminster, B.C.
6. Assessment Checklist (Green house worker) - Bridge Achievment Centre, Langley Association for the Handicapped, Langley, B.C.
7. Horticulture Skills Checklists - Variety Farm Training Centre, Delta, B.C.
8. Employer's Practicum Evaluation Rating Form - Douglas College, New Westminster, B.C.
9. Practicum Evaluation Rating Form - Douglas College, New Westminster, B.C.

10. Student Performance Report - Life Skills Programme
    Kelowna Secondary School, Kelowna, B.C.
11. Career Exploration/Work Experience Evaluation Form -
    Kelowna Secondary School, Kelowna, B.C.
12. Life Skills Program Checklists
    - Socialization and Behavior
    - Vocational Skills
    - Kelowna Secondary School, Kelowna, B.C.
13. Learning Contract - Douglas College, New Westminster, B.C.
14. Contract Report - Douglas College, New Westminster, B.C.

These are included as models for program planners to use when designing forms for the specific job and work sites included in the course(s) under present consideration.

THE BASIC FEATURES OF THE CURRICULUM

Consistent with the special education literature, the curriculum must be highly structured, easily individualized, and prescriptive. It must teach primarily functional skills in a real environment. Within each component of the curriculum, the instructor determines what specific goals are appropriate for a particular learner. Generally it has been agreed that the essential features of a curriculum for handicapped learners are:

1. Objectives are a series of well planned learning steps.
2. Emphasis is placed on concrete techniques.
3. Methods are adapted to individual needs, strengths, and weaknesses.
4. A variety of methods that reinforce one another are used.
5. The curriculum are varied and interrelated.

Some effective strategies include ones which involve classification; putting things in categories, selecting things which do not belong, and finding things which have common elements; association, linking tasks together to find the commonality such as the fact that many tasks require the use of only one tool; and habit formation, the teaching of a specific routine.

Teaching a routine takes care of judgment considerations with respect to satisfactory job completion because a clear, comprehensive routine encompasses the judgment; eg. clean vs not clean. Besides teaching a specific routine and emphasizing habit formation, it is important to limit skills necessary to complete the job. This can be accomplished by limiting to a few universal ones, the kinds of tools, equipment, and supplies used, and by limiting the amount of theory presented. The task of the supervisor, then, becomes one of checking that the students follow the routine and develop the habit. Positive reinforcement is given upon the identification of a job well done from the good habit point of view. For example, if the students follow the procedure for cutting lawns exactly and go from left to right, front to back to the completion of the job, the lawn will be cut properly.

In order to maximize success of the program, practicum sites should be selected that are simple at first. After routines have become established, more complex situations may be introduced. A hierarchy of skills is developed when the instructor trains students to perform tasks, adding each new step and developing each new routine by coordinating it with the first routines. It is important that habits acquired (eg. working left to right) be reinforced in complex tasks as well. Thus, the focus continues to be on the process. This teaching strategy must be repeated until each skill is mastered and becomes a habit. An approach based on developing habits and breaking complex tasks into simple components, effectively meets the goals established for training handicapped adults.

INTRODUCTION

Methods of implementing a curriculum for mentally handicapped persons, and providing services directed at the assistance of independent living for these persons within the communicty must be appropriate to the understanding level of that communicty. For this reason, it appears to be fundamental that practical, vocational courses be offered with an advisory committee in place so that there is effective communication between the instructors at the college and the potential employers in the community.

To be successful, it is recommended that work related skills be taught in concrete and practical ways, concurrently with actual job training practicums so that students receive the full benefit of their instruction. It has been found that mentally handicapped adults do not lose jobs because they could not perform the necessary skills of the specific job but rather they lacked the required interpersonal and self-organization skills. Therefore, it is recommended that self-evaluation of these work related skills be ongoing and constant.

Practicing self-evaluation, setting of precise weekly goals, and discussing practical problems are effective uses of classroom time since these issues are so critical to the success of the program. It is necessary for the teacher to focus the teaching on precise, simple things and to ensure that the student is ready for the job experience by going through specific procedures. Teaching assistants would provide the very useful functions of record keeping, task analysis, timing students, and specific training on the job. The classroom experience is best used as a follow-up to practical experience or a preparation for practical experience. The procedures should not be taught as a simulation.

It is recommended that the Pre-Employment Component of the curriculum be taught in conjunction with the Practicum Component(s). In fact, it would be an advantage for the two parts of the curriculum to be taught concurrently to maximize the practical nature of the Pre-Employment Component. Further, it is recommended that instructors write IPPs (Individual Program Plans) for each student so that clear aims, goals, and objectives are established at the beginning of each section of instruction. Students can learn to keep track of their production on a daily basis, discuss their goals for specified amounts of time, relate what the daily plan for work may be, and review what has been done on a daily, weekly, or section of work completed basis.

ADMISSION REQUIREMENTS

After a student is referred to the Special Education Instructor*, the following steps are followed:

1. Student schedules for an interview with the Special Education Instructor.
2. Student is interviewed and/or assessed by the Instructor and/or appropriate personnel.
3. Student and/or parent and/or guardian sign Release of Information forms at the interview for information from the referring agency and the doctor when appropriate.
4. Student is scheduled for an interview with the Practicum Instructor and further interviews with the Special Education Instructor if appropriate and/or necessary.
5. Student is informed of decision regarding his/her acceptance to the program.

Part of the interviewing procedure is preparatory work consisting of assessments and career orientation. The admission procedure should be structured so that successful admission to the program is interpreted as an accomplishment for and by the student.

* refers to person responsible for admissions and assessment of potential students.

INTERVIEWING PROCEDURES FOR THE PURPOSE OF STUDENT SELECTION TO THE PROGRAM

Entry Criteria:

The potential student must be able to demonstrate to the satisfaction of the interviewer that he/she is cabable of learning the skills necessary for competitive employment, both the interpersonal and social skills necessary for job success as well as the skills related to the job itself.

The interviewer will assess the student using the following strategies:

1. Half-hour interview with the potential student accompanied by the support person (i.e., parent, guardian, social worker, etc.) to fill in forms such as those on pages 11, 12, 13, 14 which are samples from Douglas College and Camosun College, or forms devised using these pages as a guide. The support person in encouraged to take notes to explain things further to the potential student after the interviews.

2. Other background information gathered from previously attended institutions and/or employment situations and/or volunteer work experiences.

3. One hour interview with the potential student alone to further complete forms, make judgments, and evaluate potential for success. At this time the informal assessment tests may be given or if more time is needed, the tests may be given separately.

It is critical that the interviewers are sensitive to and experienced with handicapped persons and using interviewing techniques to make judgments as the correct selection of the students is essential for the program successfulness.

4. INFORMAL INVENTORY: Set up practice tasks such as table setting, bussing tasks, table clearing, gardening tasks, lawn care tasks, and give instructions, one at a time, two at a time, three at a time, and so on, noting the potential student's follow through on the assigned tasks and the level of performance. Note the speed, accuracy, and the use of interviewer's prompts. This demonstration will establish a baseline, the entering skill level, and give an indication of potential.

5. INFORMAL SIGHT READING INVENTORY: Test the student's recognition of basic survival words and occupational words specific to the particu-

job. This informal list of sight words can be constructed by the college personnel in conjunction with employment location personnel and should be revised periodically.

STUDENT SELECTION:

It is advisable that the course in the beginning of the program be open to mildly handicapped students in order to gain community acceptance of the program, then gradually start accepting more handicapped students as time goes on. The definition of handicapped used by the Ministry can apply to this program. What is important is to accept those students who will succeed and as the program is established, more handicapped students will be successful. Those students who are not at first admitted to the program may be encouraged to do volunteer work in the area of interest to gain skills and develop positive attitudes toward work, competence in social and interpersonal skills, and practice.

TIME LINE:

The program would best be handled or developed as a continuous entry and exit program with each student progressing at an individual rate through the course content. The average length of time to complete the course would be approximately six months with a range extending from three months to one school year.

GOALS AND VALUES:

Goals and values are explored and dealt with starting at the initial interviewing stage. They are further discussed in practical terms throughout the duration of the course both during classroom time and on the job training setting. It is necessary to be open to discuss these matters when the practical experience lends itself to this. For instance, if a person acting as a bus person is finding it difficult to stop one job to do another, then return to the original job, it may be wise to discuss stress on the job at that point. It is also wise to discuss decision-making and chosing priorities for work and how one can deal with this situation in a positive way. This may also be an appropriate time to discuss with the student how he/she can discuss the stressful situation with the supervisor (assertiveness). In this way the student becomes aware of what value choices are and how one makes them.

At first, goal setting should be very short term and concrete. Goals should be set up with the student in behavioral terms so that the student understands exactly what is expected of him/her. These goals may be written and/or diagrammed so that they become visual in some way for the student.

ASSESSMENT INTERVIEW

P.E.A.T. - BASIC VOCATIONAL ENTRY PROGRAM

Name: ______________________ Date: ________________

Address: ____________________ Telephone: ____________

____________________ S.I.N.: ______________

____

Age: _____

Living Situation: ______________________________

Previous Education: ______________________________

____

____

____

____

____

Referred by: ______________________________________

Sponsored by: ____________________________________

Work Experience: __________________________________

____

____

____

____

____

____

Goals: ____

____

____

____

____

____

____

____

THRESHOLD REQUIREMENTS:

1. Ability to work independently: ______________________

2. Understand and use spoken English: ______________________

3. Follow oral instructions: ______________________

4. Verbally express goals and expectations of this course:

5. Respond appropriately to questions and generate coherent remarks:

PREVIOUS TESTING INFORMATION: ______________________

TESTING RESULTS AND PLACEMENT: ______________________

RECOMMENDATIONS: ______________________

GUIDELINE FOR INTERVIEWING APPLICANTS FOR THE BASIC OCCUPATIONAL EDUCATION PROGRAM
FOOD TRADE

NAME:____

PHONE NUMBER____

ADDRESS:____

____

REFERRED BY______________________________

A. EVALUATION OUTLINE

1. Personal Suitability

Interest in Foods Trades	1 2 3 4 5
Motivation (Wants to learn)	1 2 3 4 5
Self-Awareness	
a. description of strengths	1 2 3 4 5
b. description of interests	1 2 3 4 5
Emotional Stability	1 2 3 4 5
Ability to Work with Others	1 2 3 4 5
Overall Impression	1 2 3 4 5 6 7 8 9 10

2. Experience

Education	1 2 3 4 5
Volunteer Work Experience	1 2 3 4 5
Paid Work Experience	1 2 3 4 5
Kitchen Experience (eg. food preparation, cleaning, shopping)	1 2 3 4 5
Overall Impression	1 2 3 4 5 6 7 8 9 10

3. Appropriate Skills

Communicates Clearly	1 2 3 4 5
Understands English	1 2 3 4 5
Follows Instructions	1 2 3 4 5
Be Potentially Employable	1 2 3 4 5
Have Reasonable Mobility for the Job Required	1 2 3 4 5
Independent Care and Hygiene	1 2 3 4 5
Interviewers Cumulative Total	________
Average Cumulative Total	________

B. INFORMATION GUIDELINES

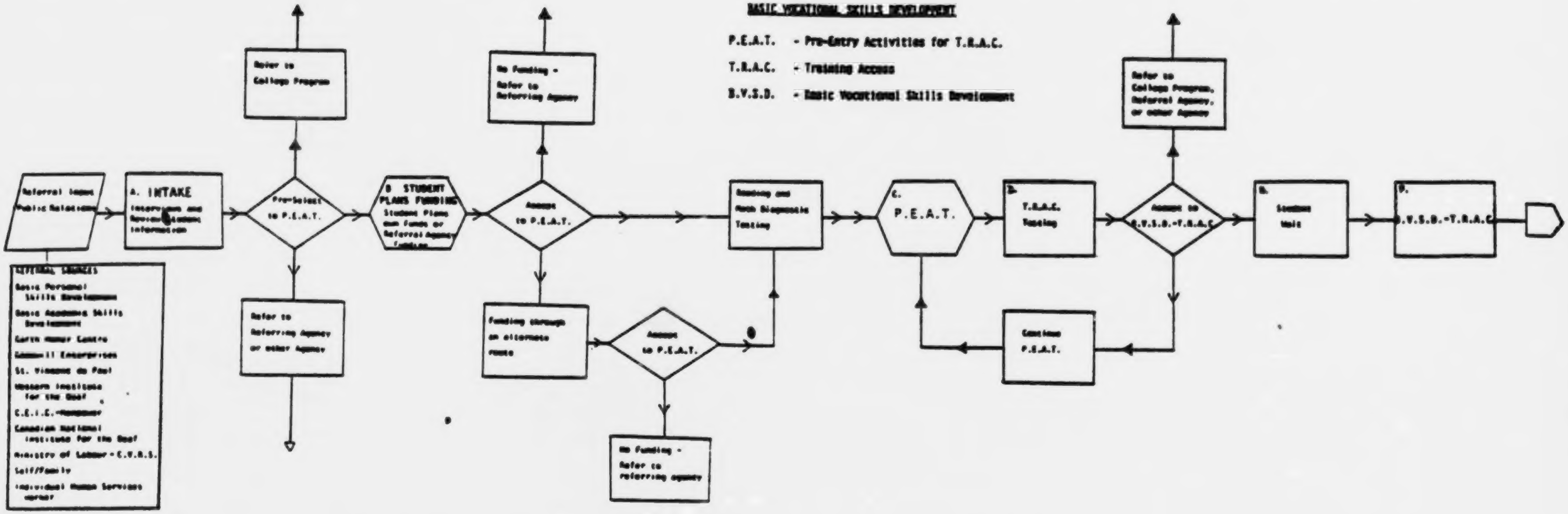
1. Funding procedures.
2. Transportation.
3. Physical and learning abilities.
4. Special Service and instructional needs.
5. Employment opportunities and parent/agency responsibility.
6. Awareness of time commitment to the program.
7. Daily participation and completion of one or more occupational areas.
8. Will obtain a medical verification of overall health of applicant by doctor___________ ____________________________
9. Identification of support person who is willing to assist with the reinforcement of learning - attend program meetings where student's progress and support is discussed.

DATE:______________________________ INTERVIEWEE ____

INTERVIEWER____

COMMENTS:

RECOMMENDATION:


BASIC VOCATIONAL SKILLS DEVELOPMENT
P.E.A.T. - Pre-Entry Activities for T.R.A.C.
T.R.A.C. - Training Access
B.V.S.D. - Basic Vocational Skills Development
Referral Input
Public Relations
REFERRAL SOURCES
Basic Personal Skills Development
Basic Academic Skills Development
Earth Manor Centre
Goodwill Enterprises
St. Vincent de Paul
Western Institute for the Deaf
C.E.I.C.-Manpower
Canadian National Institute for the Deaf
Ministry of Labour - C.V.R.S.
Self/Family
Individual Human Services Worker
A. INTAKE
Interview and Review Student Information
Pre-Select to P.E.A.T.
Refer to College Program
Refer to Referring Agency or other Agency
B STUDENT PLANS FUNDING
Student Plans own Funds or Referral Agency Funding
Accept to P.E.A.T.
No Funding - Refer to Referring Agency
Funding through an alternate route
Accept to P.E.A.T.
No Funding - Refer to referring agency
Reading and Math Diagnostic Testing
C. P.E.A.T.
D. T.R.A.C. Testing
Accept to B.V.S.D.-T.R.A.C.
Refer to College Program, Referral Agency, or other Agency
Continue P.E.A.T.
E. Student Wait
F. B.V.S.D.-T.R.A.C.

BEST COPY AVAILABLE

FOR STUDENT

Please take one as needed.

E. WAITING PROCEDURES

1) Following P.E.A.T. and the T.R.A.C. entry testing, students who are ready are accepted for B.V.S.D. (T.R.A.C.).

2) Students who have been accepted for B.V.S.D. (T.R.A.C.) will be informed and will be waitlisted until a space is available. These students are advised to continue with their normal work, school and holiday plans; T.R.A.C. is a self-paced program that has regular entry points (for example, a student might begin the Common Core on any regular Monday).

3) The student will be called when a space is available.

4) A student who is waitlisted can be flexible in planning; if the student is not ready to begin when a space is available, he or she might ask to be kept on the waiting list until the next time a space becomes available.

FOR STUDENT

Please take one as needed.

F. B.V.S.D. - T.R.A.C.

1) The program will include Common Core, which will expose the student to various trades, trades activities, and related academic work.

2) Some students will continue with Occupational Core, which will involve training in one area of the trades (for example, "Diesel Mechanics" or "Carpentry".

3) Some students will continue on to the Specialty Core, which will involve advanced training in a specific trade.

4) The T.R.A.C. program will involve workshop (practical) activities and academic (theoretical) activities.

5) A student in B.V.S.D.-T.R.A.C. will be assisted by the B.V.S.D. team throughout his or her specific program.

6) The referring agency and the B.V.S.D. team will follow up on each student's progress when he or she is in the work force; the student might return to Camosun for further training (for example, to complete further specific modules)

B. ARRANGING FINANCES

1) Student is to determine whether or not he or she can afford to pay for the Program ($10.00 for the application fee, $61.50 per month for tuition and activity fees; $50.00 for book fees; also, student will need to purchase work boots and welding gloves).

2) If the student is unable to pay, then the counsellor from the referral agency should be contacted by the student; the student should ask the counsellor about sponsorship. The agency will then contact the Special Education Instructor about sponsoring the student and about tuition fees.

3) If the student cannot get agency funding, he or she is to contact the Special Education Instructor

A. INTAKE / PRE-ASSESSMENT

1) Student schedules for interview with Special Education Instructor (call 592-1281, Loc. 394 and schedule with the Special Education Services Secretary).

2) Student is interviewed by the Special Education Instructor.

3) Student signs Release of Information forms at the interview (for information from the referring agency and from the doctor when appropriate).

4) Student is scheduled for an interview with the Vocational Skills Instructor by the Special Education Secretary.

5) Student is informed of the decision of the Basic Vocational Skills team by phone or by mail when a decision regarding his or her acceptance to the Pre-Entry Activities for TRAC (PEAT) is made. It is not necessary, therefore, for the student to call regarding the decision, as he/she will be notified approximately two weeks after the interviews

C. PRE-ENTRY ACTIVITIES FOR T.R.A.C. (P.E.A.T.)

1) Academic work in mathematics and in reading to prepare the student for working with the T.R.A.C. modules; this preparation will also assist the student in taking the T.R.A.C. entry test.

2) Academic work using the T.R.A.C. modules themselves (for example, academic work using the mathematics module).

3) This academic work will include individual and group instruction.

4) Pre-instruction of the first T.R.A.C. module, which includes first aid.

D. T.R.A.C. TESTING

1) Student is given the T.R.A.C. entry test as part of the Pre-Entry Activities for T.R.A.C.; the test is a reading and a math test; the math is pre-algebra math and includes fractions and decimals.

2) When appropriate, the student is given assistance when taking the T.R.A.C. entry test; however, he or she will have to understand the questions and answers. (For example, the reading comprehension part of the test might have to be read to a visually impaired student.

3) If a student does not pass the T.R.A.C. entry test, he or she might be asked to continue with P.E.A.T. or might be referred to another college program for upgrading, or might be referred to a community agency for further planning.

PRE-EMPLOYMENT COMPONENT

Defining the World of Work

DESCRIPTION OF THE COMPONENT:

This component in basic vocational skills provides training in selected areas related to the world of work and is offered to people identified as special needs students. The program includes preparation for entry to appropriate training for competetive employment, skill training in specific skills and concepts related to employment and the experience of working, as well as ongoing assessment of vocational potential.

Pre-employment activities include academic-type work in communications and arithmetic to prepare the student for working with job related concepts. The program also includes sections related to personal care. Further, sections directly related to the employment of an individual worker include direct training in suitable and appropriate work behaviors. This instruction will include both individual and group instruction. When appropriate, the student is given the opportunity to role play specific situations to demonstrate comprehension of the concept under consideration.

This component is designed to be part of the classroom scheduled time of the job training courses, that is, a course or part of a course to be offered concurrently to the job training courses offered. This takes care of the problems with transfer of learning that are seen in learners with special needs.

PRE-EMPLOYMENT COMPONENT

Defining the World of Work

PRE-EMPLOYMENT COMPONENT

Defining the World of Work

COMMUNICATIONS

1. Definitions
2. Listening Skills -- Response to Instructions
3. Verbal Expression
4. Greetings
5. Written Language

PERSONAL CARE

1. Grooming and Hygiene
2. Health and Nutrition
3. Community Mobility

NUMBER CONCEPTS

1. Counting Skills
2. Money Skills

THE WORKING WORLD

1. Work Attitudes and Employability Characteristics
2. Safety and First Aid
3. Interviewing Skills
4. Time Management
5. Break Behaviors
6. Employer Relations
7. Co-worker Relations

Overall course aims:

1. The student will develop an awareness of his/her strengths and/or weaknesses in regard to characteristics necessary in performing the job.
2. The student will be able to demonstrate adequate communication skills for competitive employment.
3. The student will be able to describe and perform procedures involved in basic personal care.
4. The student will be able to demonstrate adequate number skills for competitive employment.
5. The student will be able to demonstrate basic information, attitudes, and skills related to the working world

COURSE EVALUATION:

The grading will be MASTERY or NO CREDIT. Feedback is given to the student regularly and frequently in order to guide him/her to satisfactory attainment of the course objectives

Evaluation Rating Scale:
5 - Excellent; exceeds expectations for employability
4 - Good; meets expectations for employability
3 - Fair; meets most expectations for employablity
2 - Unsatisfactory; does not meet expectations for employability
1 - Not applicable or not observed

Mastery of specific skills means that the student must perform a skill or demonstrate an ability so that:

1. It has value to the industry;
2. It does not have to be redone, corrected or improved;
3. No supervision beyond that normally given to trained staff members is required for that particular skill.

METHODS OF INSTRUCTION

Lecture

Class discussion and participation

Audio-Visual Materials

Guest Speakers

Field Trips

Role Playing

Direct Training -- Laboratory and Practicum

Instructional Procedure

1. Demonstrate
2. Check understanding -- Questions to students
3. Questions from students
4. Student participation and/or further discussion
5. Review
6. Application

COMMUNICATIONS

The student will be able to demonstrate adequate communication skills for competitive employment.

SECTION: Definitions

Objectives: The student will be able to demonstrate skill in defining general work terms and job specific terms related to working in a cafeteria/restaurant/dining room.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. General Work Terms	Student:	Follow Methods of Instruction suggested previously for all areas of the Pre-Employment Component.	
A. Hired Volunteer Work experience	can explain the difference between being hired, working as a volunteer or doing work experience.		
B. Quitting a job Getting fired Being laid off	can explain the difference between three reasons for leaving a job and state potential causes for each method of leaving.		
C. Part-time Temporary Seasonal On-call Relief	can describe the nature of these types of work and give examples of each		
D. Full-time	can describe the nature of full-time work and the hours per day and week involved		
E. Shift work	can describe the nature of shift work, jobs where shifts occur and the likely hours for day, afternoon or evening and night shift		
F. Employer Employee Boss Supervisor Manager Foreman Co-worker Custumer	can describe the positions listed		
G. Union Union dues Shop stewards Benefits	can describe the job of a union can define union related terms		

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
H. Rate of pay Pay period Gross pay Net pay Take home pay Starting rate Raise	Student: can define terms related to payment for jobs done		
I. Deduction	can describe a deduction and list common types of deductions		
J. Overtime	can describe and define the term overtime		Using checklist, students are evaluated orally for competencies related to work terminology.
K. Statuatory holiday Paid holidays	can describe terms related to holidays		
II. Introduction to Bussing			
A. Job definition and description	define the term of bus person understands that the job varies depending on the establishment	Introduction to Bussing Pretest Field trip: food service establishment Identify bus person's job within the organization of the establishment	
B. Job Qualifications			
1. Usually no formal education required	describe bus person's job qualifications		
2. Social insurance card	can obtain S.I.N.		
3. Physical health	can pass a physical examination		
III. Vocabulary -- Bussing			
A. Relish B. Table linen C. Condiment D. Spill E. Service Station F. Serving Cart G. Silver H. Glassware I. Tray J. Sidework	list, define, draw pictures, demonstrate trade vocabulary with respect to bussing	Teacher may use a checklist of tasks performed in a specific bus person's job to teach vocabulary	

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
K. Teapot L. Table top M. Soup Spoon N. Bread board	Student:		The student is given a quiz to determine mastery. Quiz may be oral, written, or demonstrated by role playing.
II. Introduction to Pot Washing			
A. Job definition and description	defines the term of pot washer understands that the job varies depending on the establishment	Introduction to Pot Washing Pretest Field trip: food services establishment Identify pot washer's job within the organization of the establishment.	
B. Job Qualifications			
1. Usually no formal education required	describe pot washer's job qualifications.		
2. Social insurance card	can obtain S.I.N.		
3. Physical health	can pass a physical examination		
III. Vocabulary -- Pot Washing			
A. Wash sink B. Rinse sink C. Sanitizing sink D. Rack E. Faucet (tap) F. Detergent G. Sanitizing agent H. Garbage disposal unit I. Scraper J. Overhead sprayer K. Presoak L. Air dry	list, define, draw pictures, demonstrate trade vocabulary with respect to pot washing	Teacher may use a checklist of tasks performed in a specific pot washer's job to teach vocabulary.	The student is given a quiz to determine mastery. Quiz may be oral, written, or demonstrated by role playing.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
II. Introduction to Garden Assistant	Student:		
A. Job definition and description	defines the term of garden assistant in residential landscaping. defines the term of garden assistant in greenhouse and/or nursery. understands that the job varies depending on the particular establishment. understands the different requirements for the types of assistant jobs.	Introduction to the Pretest: Either Residential Landscaping or Greenhouse/Nursery. Field trips to landscaping business sites and greenhouse and/or nursery establishments. Identify garden assistant's job with the organization of the business site or establishment.	
B. Job Qualifications			
1. Usually no formal education required	describe the garden assistant's job qualifications.		
2. Social insurance card	can obtain S.I.N.		
3. Physical health	can pass a physical examination.		
III. Vocabulary -- Garden Assistant			
(see specific component for Vocabulary)	list, define, draw pictures, demonstrate trade vocabulary with respect to garden assistant -- Residential Landscaping and Greenhouse/nursery work.	Teacher may use a checklist of tasks performed in a specific garden assistant's job to teach vocabulary.	The student is given a quiz to determine mastery. Quiz may be oral, written, or demonstrated by role playing.

SECTION: Listening Skills--Following Instructions

OBJECTIVES: The student will be able to demonstrate satisfactory listening skills as described herein.
The student will be able to following instructions as outlined herein.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. General Listening Skills			
A. Look at person giving instructions	Student:		
B. Focus on person's face when receiving verbal instructions	follows through with listening skills as outlined	Use Methods of Instruction suggested previously for all areas of the Pre-Employment Component.	
C. Focus on person's hands or in direction of pointing if gestures or modelling are used			
D. Maintain visual attention for length of instruction			
E. Remain quiet during entire instruction			
II. Verbal Responses to Instructions	demonstrates appropriate verbal response to instructions		
A. Replying with appropriate phrase implying compliance			
B. Communicating appropriately if instructions are not understood or student does not know how to comply			
III. Task Completion			
A. One and Two Step Tasks	demonstrates ability to initiate and complete 1 - 2 step tasks when requested		
B. Three Step Commands	demonstrates ability to initiate and and complete up to 3 step commands.		Using checklists, students are evaluated for competencies related to listening skills and following directions.
C. Multi-step Commands	demonstrates ability to initiate and complete up to 5 step commands		
D. Prompts	demonstrates appropriate response to prompts and suggestions when given		
E. Task imitation	demonstrates ability to imitate tasks when requested		

RESPONSE TO INSTRUCTIONS

VISUAL ATTENTION: Looking at person, maintaining attention
CORRECT FOCUS: Looking at face, hands, or in direction of pointing as required
STAYING QUIET: No verbalization during instructions
APPROPRIATE RESPONSE + : Indication of compliance within three seconds
- : Indication of non-compliance within three seconds
INITIATE: Initiating response correctly within three seconds
COMPLETE: Correct completion of response(s)

INSTRUCTION	VISUAL ATTENTION	CORRECT FOCUS	STAYING QUIET	APPROPRIATE RESPONSE		INITIATE	COMPLETE
				+	-		

SECTION: Verbal Expression

OBJECTIVES: The student will be able to express basic questions and concerns appropriately

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Physical concerns	Student: can demonstrate appropriate communication of physcial concerns such as feeling sick	See Methods of Instruction	
II. Requests for general information	demonstrates appropriate requests for general information such as location of washroom or bus stop		
III. Task-related Difficulties A. Inability to recall instructions B. Inability to perform task C. Running out of materials D. Finishing task and seeking another one E. Making a mistake	demonstrates ability to initiate contact with supervisor or co-worker to appropriately communicate task-related difficulties and concerns		
IV. Using the telephone	demonstrates ability to telephone the employer appropriately when late or absent		
V. Praise and Criticism	identifies statements of praise and criticism demonstrates appropriate response to each		
VI. Self-awareness	can describe own strengths and needs can describe how others see him/her		Using checklists, students are evaluated for competencies related to verbal expression.

SECTION: Greetings

OBJECTIVE: The student will be able to initiate and respond appropriately to greetings

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Responding to Greetings	Student:		
A. Making eye contact	responds appropriately to greetings by making eye contact in response to a greeting	See Methods of Instruction	
B. Replying	replies to greetings with an appropriate response or greeting		
C. Maintaining eye contact	maintains eye contact throughout verbal exchange		
II. Initiating Greetings	initiates greetings with familiar people, using appropriate phrases, volume, and physical distance		
III. Greeting Unfamiliar People	demonstrates discrimination of situations where greeting unfamiliar people is appropriate demonstrates appropriate initiation of greetings with unfamiliar people		Using checklists, students are evaluated for compentencies related to greetings.

SECTION: Written Language

OBJECTIVE: The student will be able to demonstrate work-related written language skills.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Safety and Survival Signs	Student: can identify safety and survival signs commonly found in food service settings demonstrates or describes appropriate response to signs	See Methods of Instruction	
II. Application Forms	demonstrates ability to accurately and legibly complete basic personal information in appropriate space of a variety of application forms demonstrates ability to accurately and legibly complete all portions of an application form, including education, work experience and references		Using checklists, students are evaluated for compentencies related to written language.
III. Employment Advertisements	demonstrates ability to read employment ads.		

GARDEN ASSISTANT

SECTION: Written Language

OBJECTIVE: The student will be able to demonstrate work-related written language skills.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Safety and Survival Signs	Student: can identify safety and survival signs commonly found in settings where residential landscaping is carried out. and/or can identify safety and survival signs commonly found in greenhouse and/or nursery settings.	See Methods of Instruction	
	demonstrates or describes appropriate response to signs.		
II. Application Forms	demonstrates ability to accurately and legibly complete basic personal information in appropriate space of a variety of application forms.		
	demonstrates ability to accurately and legibly complete all portions of an application form, including education, work experience and references.		
III. Employment Advertisements	demonstrates ability to read employment ads regarding garden assistant work in residential landscaping, greenhouses, and/or nurseries.		Using checklists, students are evaluated for compentencies related to written language.

PERSONAL CARE

The student will be able to describe and perform procedures involved in basic personal care.

SECTION: Grooming and Hygiene

OBJECTIVES: The student will be able to describe and demonstrate essential techniques for maintaining good hygiene and grooming.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Body Cleanliness A. Clean, trimmed nails B. Washed faced C. Clean, combed hair D. Clean teeth E. Fresh breath F. No body odor	Student: can maintain satisfactory levels of body cleanliness	Discuss and demonstrate adequate techniques for maintaince of personal health and hygiene practices	
II. Hand washing techniques	can list occasions when handwashing is required can maintain clean hands		
III. Personal sanitation practices	can describe appropriate practices for care of menstrual needs (females) has ability to apply principles of sanitation		
IV. Clothing and Attire for work A. Clothing B. Footwear C. Cosmetics, perfume, After shave D. Jewellery	can select appropriate clothing and footwear for work can dress appropriately for work uses cosmetics, perfume and/or after shave appropriately choses jewellery for food services work appropriately	Discuss and demonstrate appropriate way to wear clothing at work	
V. Reasons for Grooming and Hygiene	can describe reasons for maintaining good grooming generally can describe reasons for maintaining good hygiene generally can describe reasons for maintaining good hygiene in food services in particular can describe possible consequences of failure to maintain good hygiene and grooming practices		

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
VI. Product	Student:		
A. Selection	can select appropriate products for each aspect of grooming		
B. Use	can demonstrate use of products for each aspect of grooming can demonstrate techniques for spot cleaning and minor clothing repair and for shoe cleaning can identify basic grooming supplies which should be brought to work such as tissues, comb.		
--			
IV. Clothing and Attire for work A. Clothing B. Footwear	can select appropriate clothing and footwear for work in gardening. can dress appropriately for work.	Discus and demonstrate appropriate way to wear clothing at work in the landscaping/greenhouse/nursery business.	
C. Cosmetics, perfume, After shave	uses cosmetics, perfume and/or after shave appropriately for garden work.		
D. Jewellery	choses jewellery, etc. for garden work appropriately.		
V. Reasons for Grooming and Hygiene	can describe reasons for maintaining good hygiene in the gardening business in particular.		
			Using checklists, students are evaluated for competencies related to good grooming and hygiene practices.

SECTION: Health and Nutrition

OBJECTIVES: The student will be able to describe and demonstrate the skills required for the maintenance of good health and nutrition.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Food Groups	Student:		
A. Using the groups	can identify four food groups and match them to specific food items	See Methods of Instruction	
	can describe the contribution to good health made by each food group		
	can select balanced meals with foods from all four groups		
	can describe cooking and storage techniques which protect nutrients for each food group		
B. Canada's Food Guide	can use Canada's Food Guide to plan daily menus		
II. Health Habits			
A. Rest	can describe the relationship between good work habits and good habits of nutrition and rest		
B. Exercise	can identify reasons for getting sufficient exercise	Participate in a college P.E. class (students at Douglas College are integrated for P.E. with the regular college stream)	
	can demonstrate exercises for general fitness and for strengthening back and arms		
C. Stress	can describe healthy responses to job stress		
D. Body mechanics	can demonstrate good body mechanics in pushing and pulling, lifting and carrying, bending, reaching and pivoting		
E. Posture	can demonstrate good posture in sitting and standing		
	can describe reasons for maintaining good posture and using good body mechanics in work and leisure activities		Using checklists, students are evaluated for competencies related to good health and nutrition practices.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
III. Health Problems	Student:		
A. Symptoms	can describe symptoms of common minor health problems such as colds, flu, headache, menstrual cramps, toothache	See Methods of Instruction	Using checklists, students are evaluated for competencies related to knowledge of health problems.
B. Prevention and Care	can describe methods of prevention and care for common minor health problems		

SECTION: Community Mobility

OBJECTIVE: The student will be able to describe and demonstrate basic procedures for independent travel in the community

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Suitable Transportation	Student: can identify situations where various transportation modes (walking, car, bus, taxi) are most suitable and safe	See Methods of Instruction	
II. Pedestrian safety	can describe and demonstrate general pedestrian safety, including recognition of traffic lights and signs		
III. Bus riding	can describe and demonstrate general procedures for catching and riding a bus, including use of transfers		
	can describe and demonstrate bus "etiquette"		
	can telephone to obtain bus information		
	can use a bus schedule to plan trips		
IV. Taxis	can describe procedures for using a taxi		
	can demonstrate calling a taxi		
V. Potential Difficulties A. Inappropriate "advances" B. Getting lost C. Losing money/pass D. Bus not coming	can describe and demonstrate adequate response to potential difficulties		Using checklists, students are evaluated for competencies related to community mobility.

NUMBER CONCEPTS

The student will be able to demonstrate adequate number skills for competive employment.

SECTION: Money Skills

OBJECTIVE: The student will be able to demonstrate ability to perform work-related money handling skills.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Using money at work	Student:		
A. Reasons	can describe reasons for bringing money to purchase items at work	See Methods of Instruction	
B. Borrowing	can describe and demonstrate awareness of reasons to avoid borrowing from co-workers and customers		
C. Cafeteria	can demonstrate ability to choose cafeteria items for which he/she has enough money		
D. Vending machine	demonstrate ability to select correct coins for vending machines		
E. Change	can demonstrate understanding of the concept of when change can be expected		
II. Paycheques	can demonstrate the ability to sign a paycheque		
	can discuss and demonstrate appropriate procedure for cashing or banking a paycheque		
	can describe the meaning of various components of a paycheque		
	can demonstrate the ability to determine gross pay for a specified period, based on various rates of pay using a calculator		Using checklists, students are evaluated for compentencies related to work-related money skills.
III. Bank deposit slips	can demonstrate the ability to complete bank deposit slips		

SECTION: Counting Skills

OBJECTIVE: The student will be able to demonstrate counting skills required for competitive employment.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Counting to 50	Student:		
A. Counting by 1s	can demonstrate the ability to count up to 50 objects accurately and quietly	See Methods of Instruction	
	can count at a reasonable rate		
	can count 50 objects accurately, quickly, and quietly in the manner requested such as by 1s, 2s, 5s		
B. Counting by 2s C. Counting by 5s	can count 100 objects accurately, quickly, and quietly in the manner requested such as by 1s, 2s, 5s.		
II. Numeral recognition	can demonstrate the ability to match up to 50 objects to written numerals		
III. Estimations	can demonstrate the ability to estimate number groups by matching to exisiting groups		Using checklists, students are evaluated for compentencies related to work-related counting skills.

THE WORKING WORLD

The student will be able to demonstrate basic information, attitudes, and skills related to the working world.

SECTION: Employability Characteristics and Work Attitudes

OBJECTIVES: The student will be able to identify positive work attitudes.
The student will be able to demonstrate positive work attitudes.
The student will be able to demonstrate a willingness to work.
The student will demonstrate desirable employability characteristics.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Nature of work	Student:		
A. Benefits	can describe the nature of work and its benefits to society can describe the intrinsic and extrinsic benefits to the individual of productive activity	See Methods of Instruction	
B. Unemployment	can describe the features of unemployment		
C. Competitive Employment	can describe the difference between sheltered and competitive employment can list the advantages of competitive employment can list the disadvantages of competitive employment can describe methods of overcoming potential disadvantages and demonstrate these where possible		
D. Difficulties	can list problems a new employee is likely to encounter can demonstrate appropriate responses to these difficulties can demonstrate awareness that certain attitudes toward a job are appropriately expressed to certain people only can list reasons for attempting to retain a job despite setbacks		Using checklists, students are evaluated for competencies related to work attitudes and employability characteristics.
E. Job market	can describe the current state of the job market		
F. Job dissatisfaction	can describe appropriate reactions to job dissatisfaction can describe valid reasons for leaving employment situation		

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
II. Employability characteristics	Student: has desirable employability characteristics are required (see checklists included)		

EMPLOYABILITY CHARACTERISTICS

CHARACTERISTICS	EVALUATION	COMMENTS
1. HIGH STANDARD OF GROOMING		
2. WILLING TO WORK		
3. MATURE ATTITUDE		
4. DEXTERITY		
5. PHYSICAL STAMINA		
6. COOPERATIVE		
7. RELIABLE		
8. HONESTY		
9. LOYALTY		
10. KNOWLEDGE OF SKILLS		
11. ATTENDANCE		
12. PROMPTNESS		
13. THOROUGHNESS		
14. FOLLOWS DIRECTIONS		
15. OBSERVANT AND ABLE TO ANTICIPATE NEEDS of GUESTS AND FELLOW EMPLOYEES		

I - Improvement Needed
S - Satisfactory
HS - Highly Satisfactory

STUDENT EVALUATION CHECKLIST

	Excellent	Good	Average	Unsatisfactory
Ability to follow directions				
Ability to handle correction				
Ability to sustain routine				
Ability to get along with others				
Interest in work				
Finishes work on time				
Attendance				
Punctuality				
Ability to work unsupervised				
Responsibility toward property and equipment				
Personal appearance				
Willingness to work steadily				
Sees things to be done				
Overall Progress				

SECTION: Safety and First Aid - Bussing/Pot Washing

OBJECTIVE: The student will be able to demonstrate basic techniques of safety and first aid, utilizing safe practices and following regulations established for the food services industry.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Causes of Accidents and Prevention	Student:		
	can describe procedures for maintaining a safe working environment	Methods of Instruction	
	demonstrates procedures for handling hot equipment		
	demonstrates procedures for handling sharp objects		
	uses correct procedures when lifting heavy items		
	demonstrates sanitary food handling methods		
	demonstrates sanitary handling of dishes, cutlery, and equipment		
	identifies common kitchen chemicals		
	demonstrates safe use of chemicals		
	demonstrates a basic safety consciousness when working such as wiping up spills immediately, putting away sharp items, alerting co-workers that you are behind them, etc. and can describe precautions required in use of kitchen equipment		
II. First Aid and Referral Procedures	can follow appropriate first aid and referral procedures		
	carries and can produce current emergency information		
	can describe campus and general emergency procedures		
	can follow through with emergency procedures		
	demonstrates procedure for covering a cut or open sore		
	demonstrates procedure for minor burns		

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
	Student:		
	identifies the location of campus first aid office	See Methods of Instruction	
	reports any injuries to the appropriate person		
	reports any unsafe condition in the dining room/cafeteria to the appropriate person		
	reports any chipped glasses, cups, etc. to the appropriate person		
III. Handling Fire	identifies the fire exit locations from the cafeteria/classroom/dining room		
	identifies and locates fire alarms in the cafeteria/dining room		
	describes the use and operation of fire alarm and fire exit procedures		
			Using checklists, students are evaluated for competencies related to safety and first aid on the job.

SECTION: Safety and First Aid -- Garden Assistant (Residential Landscaping and/or Greenhouse/Nursery working)

OBJECTIVE: The student will be able to demonstrate basic techniques of safety and first aid, utilizing safe practices and following regualtions established for the landscaping, greenhouse, and nursery business.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Causes of Accidents and Prevention	Student:	See Methods of Instruction	
	can describe procedures for maintaining a safe working environment.		
	demonstrates procedures for handling potentially dàngerous equipment and supplies.		
	demonstrates procedures for handling sharp objects.		
	uses correct procedures when lifting heavy items.		
	demonstrates cautious plant handling methods.		
	demonstrates careful use of equipment.		
	identifies common gardening chemicals. demonstrates safe use of chemicals where applicable.	Supervisor only uses spray pesticides, etc.	
	demonstrates a basic safety consciousness when working such as correcting spills immediately, putting away tools and sharp objects, and alerting co-workers that you are behind them.		
	can describe precautions required in the use of gardening equipment for landscaping and/or greenhouse/nursery work.		

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
II. First Aid and Referral Procedures	Student: can follow appropriate first aid and referral procedures	See Methods of Instruction.	
	carries and can produce current emergency information.		
	can describe campus and general emergency procedures.		
	can follow through with emergency procedures.		
	demonstrates procedure for covering a cut or open sore.		
	demonstrates procedure for minor burns.		
	identifies the location of campus first aid office.		
	reports any injuries to the appropriate person.		
	reports any unsafe condition in the yard/greenhouse/nursery to the appropriate person.		
III. Handling Fire	identifies the fire exit locations from the greenhouse and/or nursery, and the classrooms on campus.		
	identifies and locates fire alarms in the greenhouse/nursery/classroom.		
	describes the use and operation of fire alarm and fire exit procedures.		Using checklists, students are evaluated for competencies related to safety and first aid on the job.

SECTION: Interviewing Skills

OBJECTIVE: The student will be able to demonstrate appropriate interview skills as described below.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Greeting	Student: demonstrates appropriate greeting to interviewer, including handshake	See Methods of Instruction	
II. Manners and Deportment	demonstrates maintenance of eye contact throughout interview		
	demonstrates proper seated posture		
	demonstrates correct arm and leg position throughout interview		
	demonstrates maintenance of a pleasant facial expression throughout interview.		
III. Responding to Questions	demonstrates the ability to answer basic personal information questions audibly and appropriately		
	demonstrates the ability to answer more complex questions audibly and appropriately such as questions regarding work preferences, references		Using checklists, students are evaluated for competencies in interviewing.

INTERVIEW SKILLS - BASIC (1 - 10)
ADVANCED(11 - 20)

Name: ____________
Date: ____________

	SCORE	COMMENT
Greeting		
Handshake		

QUESTIONS	EYE CONTACT	POSTURE	HAND,LEG POSITION	FACIAL EXPRESSION	RESPONSE / ADEQUATE AUDIBLE
1. What is your full name?					
2. How old are you?					
3. Where do you live?					
4. Who should I call in an emergency?					
5. What is your Social Insurance Number?					
6. Where did you go to school?					
7. When did you finish school?					
8. Where are you working presently?					
9. What type of work are you doing?					
10. How do you get there?					
11. What job experience have you had?					
12. What kind of work do you like?					
13. What kind of jobs don't you like?					
14. Do you mind working at night?					
15. Do you think you can work eight hours?					
16. Do you like working with others?					
17. Why do you want a job?					

18. How much would you like to earn?					
19. What to you do in your free time?					
20. Whom could I call for a reference?					

INTERVIEW --- SELF-EVALUATION

DO I LOOK RIGHT FOR THE JOB?

Use this list to check your appearance before you go to a job interview. Circle the statement if it is true. If you can circle everything you're ready to go.

BODY:

1. I took a bath or shower.
2. I used a deodorant.
3. My underwear is clean.

HAIR:

4. My hair is clean.
5. My hair is combed or brushed.
6. Men: I had a haircut recently.

FACE:

7. My face, neck, and ears are clean.
8. I brushed my teeth.
9. Men: I shaved.
   Women: My makeup is neat and not too heavy.

HANDS:

10. My fingernails and hands are clean.
11. My fingernails are cut evenly.

CLOTHING:

12. The style is right for the job I want. The colour is not too loud.
13. My clothes fit well. They are not too tight or too loose.
14. My clothes are clean and pressed.

FOOTWEAR:

15. My shoes are not run down. They are clean and polished.
16. My shoe style is right.
    Men: Tie shoes, not tennis shoes or boots.
    Women: Low or medium heels.
17. Men: I am wearing dark socks with no holes.
    Women: I am wearing pantyhose with no runs.

OTHER:

18. My purse or billfold looks neat when I open it.
19. I have a pen with me.

SECTION: Time Management

OBJECTIVE: The student will be able to demonstrate time management skills essential for employment

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Time Schedules	Student:		
	demonstrates the ability to recognize a specified time on a clock and associate to scheduled events; match to a picture cue, if required	See Methods of Instruction	
	demonstrates the ability to initiate correct response to specified times as requested		
	describes possible consequences of failure to adhere to established time schedules at work		
	demonstrates appropriate responses to unavoidable tardiness		
II. Time Intervals	demonstrates the ability to associate familiar events to approximate time intervals required for completion		
	demonstrates the ability to estimate time intervals less than one hour, within ten minutes		Using checklists, students are evaluated for competencies related to time management.
	demonstrates the ability to calculate time intervals on a watch		

SECTION: Break Behaviors

OBJECTIVE: The student will be able to describe and demonstrate appropriate behaviors for breaks

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Lunch Room or Equivalent Situation	Student:		
	can describe and demonstrate appropriate use of cafeteria facilities/staffroom.	See Methods of Instruction.	
	can describe and demonstrate appropriate eating habits		
	can describe and demonstrate appropriate table manners		
	can describe and demonstrate appropriate use of the vending machines		
	identifies the need to tidy own table space following the break		
II. Other Facilities Used	can describe appropriate use of washrooms		
	can describe and demonstrate appropriate use of the library		
	can demonstrate appropriate participation (active or spectator) in the recreational activities available		
III. General Behaviors	can describe and demonstrate appropriate posture, speech volume and general behaviors for breaks at work		
	select conversation topics appropriate for work situations		
	describe and demonstrate understanding of smoking rules		Using checklists, students are evaluated for competencies related to break behaviors.

SECTION: Employer Relations

OBJECTIVE: The student will be able to describe and demonstrate skills required for positive relations with employers

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Employer Expectations A. Punctuality B. Dependability C. Notification in advance of tardiness or absence D. Proper appearance E. Positive attitude Willingness F. Productivity (Quality and Speed) G. Initiative H. Response to stress	Student: can list general employer expectations and describe what is involved in each	See Methods of Instruction	
II. Employer Policies	can describe areas in which employers are likely to have specific policies and rules		
	demonstrates appropriate techniques to inquire about specific policies		
III. Employer Responsibility	can identify the responsibilities of an employer to employee		
	can describe the job of a boss or supervisor		
IV. Difficulties	can list potential reasons for disciplinary action and/or job loss		Using checklists, students are evaluated for competencies related to employer relations.
	demonstrates appropriate response to supervisor's criticisms and suggestions		
	can identify problems appropriately taken to a supervisor vs. those taken to co-worker, parent, or other person		
V. Informal Relationships	demonstrates appropriate interactions with supervisors in informal situations		

SECTION: Co-worker Relations

OBJECTIVE: The student will be able to describe and demonstrate skills required for positive co-worker relations

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. General principles	Student:		
	can describe general principles of good working relationships and identify examples of each	See Methods of Instruction.	
	demonstrates appropriate responses to instructions, criticism and praise from co-workers		
II. Assistance	demonstrates a willingness to assist co-workers with their tasks		
	demonstrates the ability to accept assistance from co-workers		
	can identify situations where directions from co-workers should be followed		
	can identify situations where co-workers should be consulted for assistance		
III. Difficulties	demonstrates appropriate response to difficulties in interactions with co-workers		
IV. Informal Relationships	can identify and demonstrate situations where informal interaction with co-workers is appropriate		Using checklists, students are evaluated for competencies related to co-worker relations.

SECTION: BASIC WORK SKILLS

OBJECTIVE: The student will be able to demonstrate satisfactory basic work skills in the practicum site.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Personal Qualities	Student:		
A. Honesty and trustworthiness	establishes self as being honest and trustworthy.	Discussion of the topics	Using checklist, students are evaluated for competencies in basic skills with respect to each area.
B. Self-control	shows self-control and the ability to control emotions.	Role-playing activities	
C. Mannerisms	controls irritating mannerisms; eg., tapping, scratching.	Opportunity to discuss problems in classroom after job experiences	
D. Flexibility	shows a willingness to adjust to new situations.		
E. Responsibility	shows willingness to accept share of responsibility.		
F. Speech	speaks with appropriate volume.		
G. Learning	shows a willingness to learn.		
II. Interaction			
A. Supervisor	interacts appropriately with supervisor.	Discussions, role-playing and teacher demonstrations of proper behavior.	
B. Peers	interacts appropriately with peers.		
C. Social	refrains from unnecessary social communication on the job.		
D. Attitude	maintains a courteous and polite attitude.		
III. Following Directions			
A. Oral	follows oral instructions.	Practice following directions on the job and in the classroom.	Using checklist, students are evaluated for competencies in following directions.
B. Written	follows written instructions.		
C. Initiative	takes initiative and does not always need to be told what to do.	Discussion regarding problems and improvements with respect to specific examples for each student.	
D. Assistance	asks for assistance when necessary.		
E. Advice	accepts advice and constructive criticism.		
F. Correction	corrects mistakes when pointed out by supervisor.		
G. Distraction	works through distraction.		

SECTION: BASIC WORK SKILLS

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
IV. Time	Student:		
A. Punctuality	arrives for class or work on time. returns to task after breaks on time.	Students practice punctuality in the classroom.	Teacher observations.
B. Absence	notifies supervisor if planning to be absent.	Class discussions regarding the importance of time considerations.	
V. Safety			
A. Consciousness	shows safety consciousness.	Teacher demonstrations. Students practice and discuss safety consciousness, and careful use of materials and property.	
B. Materials and Property	show the ability to be careful with materials and property		
C. Personal Belongings	puts outer clothing and personal belongings in appropriate place.	Class discussions about personal property and the respect thereof.	Teacher observations.

BUSSING/POT SCRUBBING COURSE

COURSE DESCRIPTION:

This program provides individualized training for persons identified as special needs students in the classroom as well as in a working cafeteria. This training will enable students to pursue further training through realistic work experience in the field and/or obtain entry level jobs in a competitive employment market. Students may have an opportunity to gain some experience in the storeroom and the food line when appropriate. Since these jobs are typically minimum wage and characterized by high staff turnover and unreliability, a well-trained student may be challenged by the work and, therefore, more reliable and permanent on the job.

Prior to admission, the student will participate in an extensive assessment screening to determine whether program threshold requirements in terms of student needs, interests, and abilities have been met. Instructional methods and training pace will be adapted to suit the learning needs of the students. During the program, a pre-employment component of job readiness training will be provided as an integral part of the program.

ADVISORY COMMITTEE:

Prior to instruction beginning, practicum sites must be located and appropriate arrangements made to ensure a high quality learning experience can be provided for the students during the practicum components of the course. Representatives from these sites including managers and owners will meet with members of the college staff to form an advisory committee to establish specific policies and guidelines with respect to the practicum experience. Job placement opportunities appropriate to the training will be established throughout, and where possible co-ordinated with the practicum component so that in many cases, successful work during the training would lead to a job upon course completion.

TYPE OF INSTRUCTION:

Classroom activities and lessons ------- 5 hours/week

Directed study time -------------------- 5 hours/week

Practicum ------------------------------ 25 hours/week

Total ---------------------------------- 35

MAXIMUM CLASS SIZE: Eight students

MENTOR PROJECT: Attached is a copy of the Mentor Project description from Camosun College, Victoria, B.C. Such a program would also be beneficial in the Bussing/Pot Scrubbing Course and the Gardening Assistant Course described. A mentor could be another student at the college or a volunteer from the community. It was suggested that often a physically handicapped person is very effective as a mentor for a mentally handicapped person.

SAMPLE TIME TABLE

	Day One - Group A Day Two - Group B		Day One - Group B Day Two - Group A
7:00 - 9:00	Work		
9:00 -10:00	Classroom lesson	9:00 - 1:00	Work
10:00 -11:00	Directed study		
11:00 -12:00	Lunch Break		
12:00 - 2:00	Work	1:00 - 2:00	Lunch Break
		2:00 - 3:00	Classroom lesson
		3:00 - 4:00	Directed study

Camosun College
3100 Foul Bay Road,
Victoria, B.C. V8P 4X8
592-1281

SERVICE
INFORMATION

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ADULT SPECIAL EDUCATION SERVICES

MESSAGE CENTRE

128, Fisher Building,
592-1281, Local 394

ACCESS RESOURCE CENTRE
128 Fisher, Local 394

- provides information and advice on College programs and services to special needs students;
- assists student in the development of an educational plan;
- assists in obtaining special learning materials (talking books, large print, Visual-tek, typewriters, tape recorders) and in obtaining interpreters, mobility instructors;
- information on use of ramps, elevators, washrooms, parking;
- can match a student with a learning partner;
- workshops on college programs and services provided on request.

BASIC PERSONAL SKILLS DEVELOPMENT
130 Fisher, Local 394

This program provides evaluation, education, and support services for people who want a more independent life. Instruction could include Career Awareness, Home Management, Money Management, Personal Management, Community Involvement, Applied Academics. Courses are offered at three levels:

LEVEL I: — for persons living or working in a sheltered situation. Instruction and practical experience in community living is provided.
LEVEL II: — for persons living or working on thier own or planning to do so. Instruction and experience in community living and practice in math, reading, writing are provided.
LEVEL III:— for persons with an educational/career goal who need to adjust to college life, e.g. develop study skills, work toward college course requirements. Instruction in areas covered in Levels I and II and advanced life skills are provided.

BASIC ACADEMIC SKILLS DEVELOPMENT
132 Fisher, Local 314

Individual learning programs in a small class setting provides the opportunity for adults to obtain basic skills in reading, writing, and arithmetic. Students are assessed individually to determine an appropriate program of study. Students are assisted in achieving their goals through individual and group instruction.

Students who may want to improve reading, writing, or arithmetic for personal satisfaction, improved employability, entry into other college programs or trades training, or those needing a supportive place to learn or review the basic skills are welcome.

BASIC VOCATIONAL SKILLS DEVELOPMENT
Interurban Campus, B.V.S.D. Trailer
Phone 479-7141, Local 406

B.V.S.D. provides individualized vocational skill training for special needs students utilizing the TRAC instructional system; provides individualized assessment of vocational potential; prepares for entry for other training and employment enhancement

Pre-Entry Activities for TRAC (P.E.A.T.) prepares the student for integration into the B.V.S.D. Program. Activities include math, reading, First Aid, and enhancement of study of work-related habits and skills. Individualized assessment is included.

MENTOR PROJECT
128 Fisher, Local 394

A Mentor is someone who guides and motivates the development and progress of a student with special needs by presenting information, explaining, and listening.

Tasks asked of a Mentor could include assisting students with special needs in writing, typing, notetaking, getting around campus; assisting students in basic skills of reading, writing, and mathematics; tutoring in course work; assisting students in personal development, social aspects, advancement toward his/her goal.

Revised: 21-11-84

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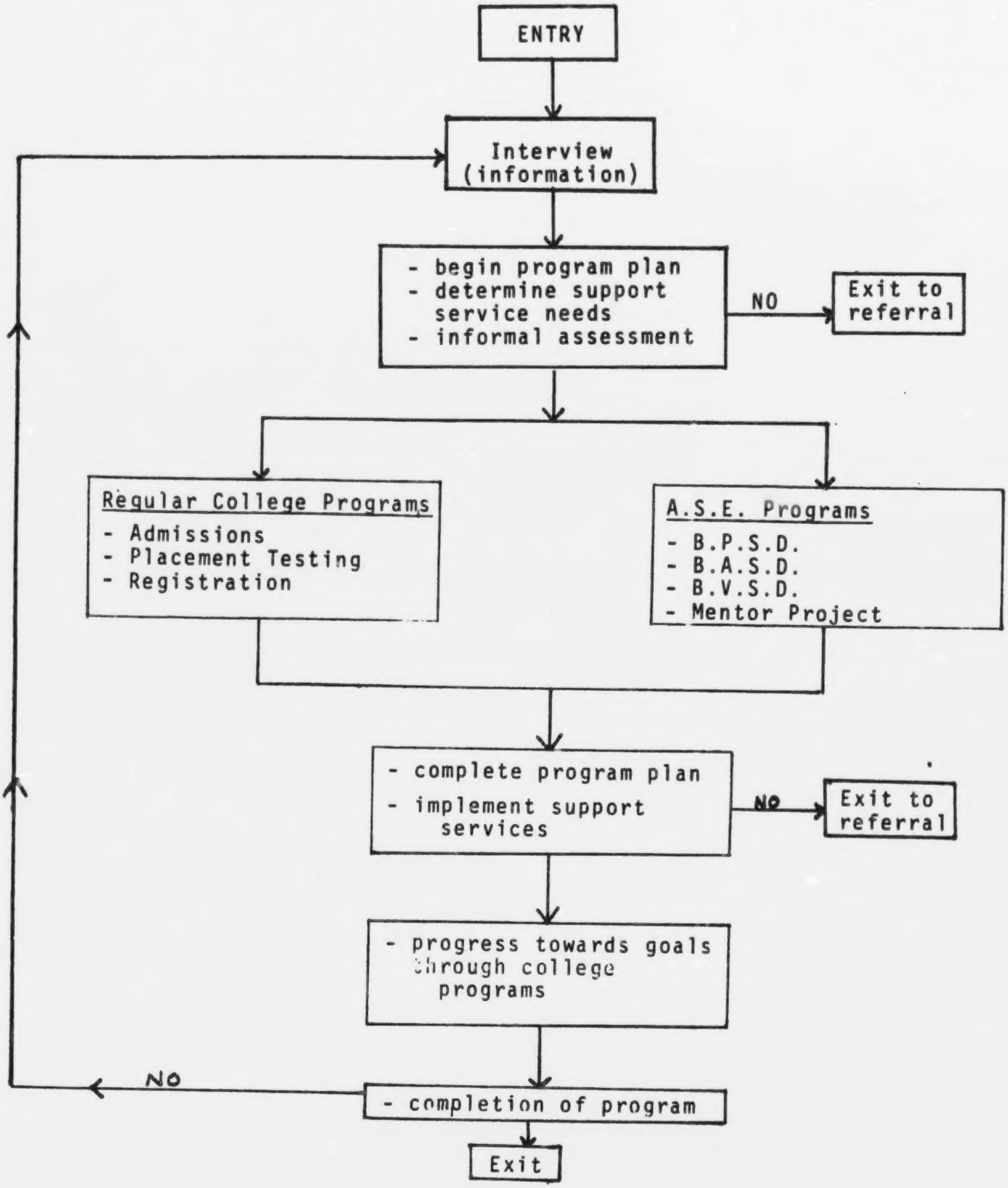
ADULT SPECIAL EDUCATION STAFF AND FACULTY

Kathy Van Alstine, Secretary, Room 128 Fisher, Phone Local 394	Secretary and receptionist, answers or redirects enquiries; prepares and distributes information sheets; arranges parking for physically disabled students; assists with the Mentor Project.
Andrew Kennedy, Instructional Assistant, Room 128 Fisher, Phone Local 394	Responsible for the intake process to A.S.E. programs; assists disabled adults on educational services, accessibility to college buildings, conducts orientation tours; manages Mentor Project.
Brian Russell, Chairman, Room 130-B Fisher, Phone Local 370	Responsible for coordinating all A.S.E. programs; provides counselling and educational services for students with special needs; consults regularly with community agencies.
Susan McArthur, Instructor, Room 130 Fisher, Phone Local 394	Instructor of Basic Personal Skills Development program; responsible for pre-entry interviews, assessment and preparation of course materials; counsels students on educational goals and career objectives. Maintains contact with community agencies.
Valerie Darms, Instructional Assistant, Room 130, Fisher Building Phone Local 394	Responsible for intake and instruction in the Basic Personal Skills Development program; counsels students on educational goals and career objectives.
Paul Alcala, Instructional Assistant, Room 130 Fisher, Phone Local 394	Assists with instruction of the Basic Personal Skills Development program; provides instruction in alternative communication skills; counsels students on educational goals and career objectives.
Beverly Rowlands, Instructor, Room 132 Fisher Phone Local 314	Provides intake assessment; instructs reading, writing, and arithmetic in the Basic Academic Skills Development program; counsels students on educational goals and career objectives.
Evelyn Turner, Instructional Assistant, Room 132 Fisher, Phone Local 394	Assists with the instruction of the Basic Academic Skills Development program; counsels students on educational goals and career objectives.
Joe Quaal, Special Education Instructor, B.V.S.D. Trailer, Interurban Campus, 479-7141, Local 406	Selects special needs students for B.V.S.D., manages Pre-Entry Activities for TRAC, instructs special needs students; liaisons with agencies regarding student intake, funding, and work placement; provides financial and career counselling; assists special needs students for entry to college programs.
Bill Sinclair, Basic Vocational Skills Development Instructor, B.V.S.D. Trailer, Interurban Campus 479-7141, Local 406	Instructs in Basic Vocational Skills Development program; assists students with special needs, organizes shop equipment and materials, schedules shop areas, and assists TRAC instructors in accommodating students with special needs.

ACCESS RESOURCE CENTRE

Process model for students seeking admission to the college through Adult Special Education or seeking admission to A.S.E. programs.


ENTRY
Interview (information)
- begin program plan
- determine support service needs
- informal assessment
NO
Exit to referral
Regular College Programs
- Admissions
- Placement Testing
- Registration
A.S.E. Programs
- B.P.S.D.
- B.A.S.D.
- B.V.S.D.
- Mentor Project
- complete program plan
- implement support services
NO
Exit to referral
- progress towards goals through college programs
NO
- completion of program
Exit

Camosun College 3100 Foul Bay Road, Victoria, British Columbia V8P 4X8 / Phone (604) 592-1281

LIBERAL AND APPLIED ARTS DIVISION

MENTOR PROJECT

The Mentor Project matches special needs students with learning partners.

Definition:

Mentoring is defined as a one-to-one or small group learning relationship between a resource person and a student with both formal and informal aspects. The goal is to have the mentor be a guide, role model, information provider and resource to the special needs student.

Range of Services:

1. Campus access:
    - notetaking, typing, reading, attendants
2. Academic skills:
    - assistance in reading, writing, math, and course work.
3. Development:
    - assistance in personal skills development
    - assisting students in defining and advancing toward a personal or educational goal

For further information, contact:

Adult Special Education Services,
Room 128, Fisher Building,
Lansdowne Campus

Phone: 592-1281, Local 394

PROJECT PLAN

Mentor Selection:

- students will initially be assigned mentors

Student Participation:

- on referral from a program, self-referral, or from ASE intake/exit.

Source of Mentors:

- the college in general
- the community as needed
- college students with an interpersonal skills training background
- college students who have a particiular set of skills or knowledge to share

Mentor Training:

- orientation to mentoring
- short workshop
- part of planning group

Mentor Remuneration:

- to be paid by the project (College)

Scheduling:

- mentors can meet with students regularly, as needed, or as arranged between mentor and student.

Meeting Structure:

- mentor and student meet in individual sessions at College or community

- may later meet in small groups

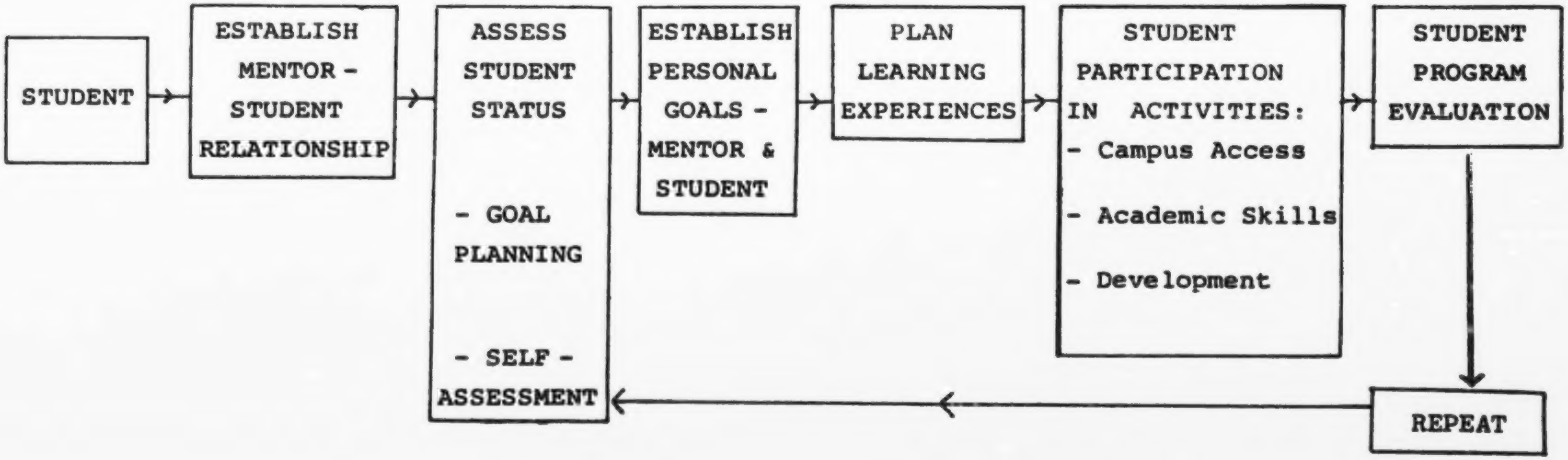
Limits on Participation:

- special needs students in college programs

Focus of Program

- the focus of the mentor-student relationship will be determined both: a) by ASE and referral source (institutionally)
  b) between mentor and student

MENTOR PROJECT


STUDENT
ESTABLISH MENTOR - STUDENT RELATIONSHIP
ASSESS STUDENT STATUS
- GOAL PLANNING
- SELF - ASSESSMENT
ESTABLISH PERSONAL GOALS - MENTOR & STUDENT
PLAN LEARNING EXPERIENCES
STUDENT PARTICIPATION IN ACTIVITIES:
- Campus Access
- Academic Skills
- Development
STUDENT PROGRAM EVALUATION
REPEAT

Activities:

1. Campus Access - readers, notetakers, typing, attendants, resource persons.
2. Academic Skills - assistance in reading, writing, math, and college courses.
3. Development: - assistance in personal skills development e.g. living skills.

THE BUS PERSON'S JOB

While the exact job duties vary from one place to another, certain requirements are common to most or all locations. The bus person must be able to listen to and follow directions and assignments with care, accuracy, neatness, and speed. It is necessary that instructors think through the steps needed to perform the specific tasks and develop task analysis checklists from these steps. Each restaurant requires specific methods for setting tables properly; stocking roll bins, ice bins, salad bars, etc.; filling containers; running errands; and/or assisting the waiter/waitress.

A bus person's job should be done in an orderly manner. Some duties are part of the daily job while others are assigned as they are needed; however, bus persons must be able to respond quickly and to start and finish a job without being confused by interruptions. Since the bus person spends most of the work time in the eating area, he/she should be able to respond to guest's questions and direct their needs to the person in charge. To be successful, a pleasing personality and a clean, neat appearance are assets to the bus person.

Classroom time can be used to follow up things being taught directly at the job site. For example, student can role play proper table assistance procedures and discuss the use of the equipment as well as proper job behaviors. Classroom experiences and job site experiences should be set up to reinforce each other.

BUSSING ACTIVITIES LIST

An activities list will vary from cafeteria to cafeteria, from restaurant to restaurant. Therefore, this list is included as a general guideline only and it is intended that instructors modify the list so it is consistent with the variations which directly apply to the students involved in the program specifically.

Two types of food service are considered, fast food service and restaurant service.

FAST FOOD SERVICE DUTIES:

A. Preparation duties and clean-up
    1. Set up breakfast station
    2. Set up bus carts/trolleys
    3. Check tables to see that condiments are filled
    4. Check tables and chairs to see if they need cleaning
    5. Assist dishwasher

B. Service duties
    1. Clear tables
    2. Clean tables and chairs
    3. Remove dirty dishes from eating area to cleaning area
    4. Keep eating area tidy
        a) mop spills
        b) sweep
        c) straighten chairs, etc.
    5. Fill, clean, and replenish salad bar

RESTAURANT SERVICE DUTIES:

A. Check side station for the following items:

   1. Flatware
   2. Dishes
   3. Cups
   4. Saucers
   5. Soup cups
   6. Bread and butter plates
   7. Vegetable dishes and/or fruit nappies
   8. Ice
   9. Liners

B. Reset tables with place settings

C. Change tablecloths if necessary

D. Check with host or supervisor for instructions for final resetting of tables at the end of the service periods

   1. Correct table arrangement

   2. Number of place settings

   3. Proper dishes, flatware, glassware, napkins, etc.

E. Serve guests water after they have been seated and been given a menu

F. Refill beverage

G. Empty waste baskets

H. Empty ash trays

I. Remove wine stands if applicable

J. Remove flowers and replace in cooler if applicable

K. Report to supervisor before leaving

The following general description of these duties is designed to assist instructors with specific checklists which would apply to the specific job training site used for the course. Also included is the checklist from Douglas College with the permission of Mrs. Bobbie Boehm, Special Education Services, Douglas College, New Westminster, B.C. From this more general information, the instructor must do specific task analysis to arrive at the particular checklist suitable for the training of students in each unique location.

SETTING AND RESETTING THE TABLE

The goal of the bus person is to reset tables quickly so that new guests may be seated. However, the bus person must be willing to help others when necessary, even if that means his/her job is temporarily interrupted to do a more crucial job. The bus person must be able to resume his original tasks. For example, a bus person may be resetting the table when he/she is asked to help push two table together to accommodate a large group of guests.

Step One: Find out how many guests will be eating at the table.

In some restaurants, tables are reset in a standard format and place settings are either added or removed as necessary.

Step Two: Take a tray, stop at the storage area where silverware, glasses, plates, napkins, placemats, and tablecloths are stored.

Count out the number of items needed to set a particualr table. Handle each piece of equipment correctly; eg. silverware by handles, plates by outside edge, glasses by stems. Avoid contact between the equipment and the bus person's clothes and body as much as possible.

Bring a clean wet towel and dry towel on the tray with the dishes.

Step 3: Check that the table has been cleared off correctly.

Check all chairs for crumbs, sticky areas, and spills.

If tablecloth is to be reused, check that crumbs have been removed.

Brush the tablecloth with a clean, dry towel.

Step 4: Reset the table. First, put the silverware in place. Silverware is placed one inch from the edge of the table with knife blades pointing toward the inside. Judge the distance the dinner plate will take up and leave enough room for this.

Step 5: Place the glass at the tip of the knife. Never handle glassware at the rim. Pick it up at the base.

Step 6: Place the coffee cup on a saucer to the right of the knife and spoons. If the coffee cup is placed right side up, the handle should be between the three and six o'clock position. Some restaurants have the cups placed in the saucer upside down. Others do not provide cups until the order has been taken.

Step 7: Place the napkin at the left of the forks. The edge of the napkin should be one inch from the table edge. There are many variations for napkin folding and placement. The specific directions for the particular restaurant must be followed.

Step 8: Place the salad plate in the center of the cover, to the left of of the forks and napkins, or above the forks when a bread and butter plate is not used. This depends on the menu and the courses to be served.

Step 9: Place the bread and butter plate on the table, centered above the forks, if applicable.

Step 10: Check condiments, napkin holders, menus, centerpieces, and all other items that are included on the tabletop as guests are seated.

Step 11: Use the damp towel to wipe off any items such as salt and pepper shakers, menus, etc. which require cleaning.

Step 12: Refill any items which require it.

Step 13: Double check. Clean ashtray, table number correct, and overall table.

Step 14: Return tray to correct spot.

Step 15: Wipe off tray.

Step 16: Rinse damp towel so it is ready for next use. Put it in correct place.

CLEARING THE TABLE

Step 1: After each course, remove dishes from the right side of each guest.

Step 2: When clearing the table, remove platters and other service dishes first. If they are emptied during the meal, remove them from the table at that time.

Step 3: Remove the main course plate first, the salad plate next, and the bread and butter plate last.

Step 4: Remove empty milk glasses after the main course from the right side of each guest.

Step 5: Leave coffee and/or tea service on the table until after the dessert course is completed. Leave the water glasses on the table and continue filling them as long as the guests are seated.

Step 6: Remove the beverage from the right side of each guest.

Step 7: If it becomes necessary to changed a soiled cloth while a guest is at the table, turn the soiled cloth halfway back, lay the clean cloth halfopen in front of the guest, and transfer tableware to the clean cloth. Draw the soiled cloth from the table and pull the clean cloth into place. Dispose of the the soiled cloth immediately.

Step 8: Clear the table at the signal of the supervisor or when the guests have left their table.
Use a tray or tote to clear the table.

Step 9: Stack trays correctly.

a) Remove all soiled items from the table.
b) Use both hands in a careful sanitary manner
c) Place stacks of larger items on the tray first
d) Place lighter, smaller, unbreakable items on top of larger, heavier ones
e) Remove silverware from tables using the handles
f) Remove glasses from tables by the stem or base
g) Remove dishes from the table by only touching the rims

Step 10: Replace tablecloth or wipe crumbs from tablecloth if it is to be reused.

Step 11: Wipe off chairs and table.

Step 12: Wipe off table accompaniments.

Step 13: Wipe out ashtrays using procedure requested by supervisor.

Step 14: Reset table quickly and correctly.

SIDEWORK

Bus persons perform certain duties related to the service of customers before and after serving periods and during slack periods. This sidework is usually scheduled and assigned to each person in rotation. Waitresses and/or waiters may delegate their sidework duties to bus persons if the bus persons have free time. The following is a list of some of the usual tasks included in the category of sidework:

Emptying and Refilling Sugar Bowls

Empy, wash and thoroughly dry sugar bowls as often as necessary to keep them spotlessly clean.

Keep the sugar free from lumps or foreign material.

Securely fasten the screw top if applicable.

Examine the spout to ensure that it is clean and that sugar flows freely.

Check the supply of sugar in the bowls before each meal.

Replenish sugar during service as often as necessary.

Filling Salt and Pepper Shakers

Wash the insides of the shakers with a bottle brush.

Use a piece of wire or a clean toothpick to unclog the holes in the covers before washing them.

Thoroughly dry the shakers before refilling them.

Fill an empty salt box with a spout full of pepper for easier handling of pepper. Fill both shakers using a box with a spout, or other device such as a paper cornucopia or funnel.

Filling Syrup Jugs

Pour syrup into clean pictchers or jugs.

Wipe the outside thoroughly after filling to remove any stickiness.

Remove the screw top if the jug has one. Wash and dry the inside of the threaded cap as well as the ridges on the jug carefully.

Cleaning Condiment Bottles

Wipe the outside of the bottles with a damp cloth.

Wipe the tops and insides of the caps with a paper napkin to clean off gummy material.

Finish cleaning the cap inside and out with a wet cloth.

Let bottles and caps dry completely before refilling or putting the caps back on the bottles.

Replace paddles for the mustard pots often so they are always clean.

Wash mustard pots and condiment jars frequently.

Folding Napkins

Fold napkins carefully according to the instructions of the restaurant.

The folds should be straight with the edges meeting evenly.

Arranging Menus

Use the appropriate menu for the meal.

Check that any special lists and clip-ons are properly attached.

Remove meals from the table that do not apply; eg. dinner menus during lunchtime.

Replace soiled and torn folders.

Filling Individual Creamers

Wash creamers thoroughly.

Place creamers in refrigerator to cool before filling it with cream.

Use a container with a slender spout for filling the creamers.

Do not fill the creamers too full.

Keep the container used for filling the creamers clean, especially the spout. Use a bottle brush to clean the spout.

Cleaning Ashtrays

Collect and clean ashtrays frequently.

Use a small brush to clean off caked ashes.

Wash ashtrays separately from other dishes.

Empty ashtrays after each guest leaves the table.

Use a fresh ashtray for each new party.

Replace dirty ashtrays during service.

Cleaning Serving Trays

Wipe the edges and bottoms of serving trays with a clean wet cloth, followed by a clean dry cloth.

Wipe the top of the tray before it is loaded with dishes.

Preparing Ice

Handle ice cubes with tongs and cracked ice with a special scoop or serving spoon.

Cutting Butter

Wash hands thoroughly before handling butter.

Place the butter in the machine so that it can be sliced evenly without waste.

Get the chilled equipment and a pan of ice ready for handling the butter after it has been cut.

Save crumbled bits of butter for use in the kitchen.

Dusting Chairs

Dust crumbs from the chair seats after each guest has left the table and before another guest is seated.

Dust backs, rounds, and legs of chairs daily.

Cleaning Silverware

Follow the method of cleaning silverware used by the restaurant.

Make sure it is well-polished and free of spots.

BASIC OCCUPATIONAL EDUCATION PROGRAM

BUS PERSON

NAME: ____________________

DATE: ____________________

		BASELINE	COMMENTS	2ND	COMMENTS	FINAL
	1. Sets up bussing trolley appropriately					
	a) Places 2-3 extra trays on the trolley					
	b) Sets up one tray, with clean damp cloth and napk.					
	2. Carries tray to vacated table.					
	3. Opens one of the napkins and places on one end of tray.					
	4. Places refuse and ashtray waste on napkin.					
	5. Stacks dishes and cutlery to other end of tray.					
	6. Wipes ashtray with another napkin.					
	7. Wipes table.					
	8. Pushes chairs into table.					
	9. Places ashtray back in centre of the table.					
	10. Picks up any refuse on the floor.					
	11. Transports and places tray on the trolley.					
	12. Pushes filled trolley to dish washing area.					
	13. Maintains clean cloth.					
	14. Empties filled garbage container.					
Side-work	15. Keeps condiment table supplied.					
	16. Initiates "busy" activities when regular tasks are completed.					

BASIC OCCUPATIONAL EDUCATION PROGRAM

BUS PERSON DUTIES

NAME:

DATE:

Sidework

	BASELINE	COMMENTS	2ND	COMMENTS	FINAL
1. Knows where supplies for condiment counter are stored - napkins, stir sticks, sugar, creamers, ketchup, vinegar.					
2. Keeps condiment counters clean and supplied.					
3. Knows where coffee service area supplies are kept - styrofoam cups, lids, tea pots.					
4. Keeps coffee service area clean.					
5. Knows where muffin service area supplies are kept - butter patties and napkins.					
6. Keeps muffin service area clean.					

MODULE: BASIC OCCUPATIONAL EDUCATION

TOPIC: BUSSING TO A TROLLEY

NAME ______

DATE ______

	ACTIVITY	BASELINE	COMMENTS	2nd
1.	Assembles trolley correctly - 2 tubs			
	-1 ash container			
	-1 cutlery container with powdered			
	bleach			
	-clean cloth and soapy water			
	-napkins used should come from tables			
2.	Takes trolley to tables appropriatley,			
3.	Sorts dishes, cutlery & refuse into			
	appropriate containers			
4.	Cleans ashtrays of ashes.			
5.	Wipes out ashtrays with napkin.			
6.	Replaces ashtrays onto table centre.			
7.	Wipes tables appropriatley.			
8.	Pushes chairs under tables.			
9.	Maintains clean cloth.			
10.	Cleans supply counter.			
11.	Picks up any refuse on floor.			
12.	Pushes trolley into kitchen when full.			
13.	Places tubs on counter.			
14.	Emptys cutlery and ash container appropriatley.			
15.	Initiates 'busy' activities when regular			
	activities are completed.			
	Time of day:			
	Number of tables bussed:			
	Comments.			

PRETEST - POSTTEST

THE JOB OF A BUS PERSON

Directions: Please circle the best answer for each question or answer orally.

1. It is important for the bus person to be able to talk with:

   a. the guests, waiters, waitresses, and the host
   b. only the food service workers in the kitchen

2. As a bus person, you will always get to finish one task before starting another.

   a. True
   b. False

3. The bus person wears:

   a. any clothes chosen
   b. a uniform or a jacket with pants or a shirt

4. The bus person helps both the waiters and waitresses but works under:

   a. the cook
   b. the host or hostess

5. One of the most important things for a bus person to develop is:

   a. speed in resetting and clearing tables
   b. speed in helping other people

6. The bus person learns to stack trays and totes with dishes so they:

   a. do not get broken
   b. are as full as possible

7. Before applying for a job as a bus person:

   a. get a social insurance card and a physical examination
   b. get three new uniforms and a pair of shoes

8. The bus person is expected to be reliable and honest:

   a. because he/she must be at work on time and often handles waiters' tips.
   b. because he/she is paid a large salary.

9. The bus person may be given part of the tips from the waiter/ress as a wage, so:

   a. he/she is sometimes asked to work for less than minimum wage.
   b. he/she receives more than the minimum wage.

10. Bus persons need to be strong and healthy because:

    a. they often have to carry heavy trays and totes of dishes.
    b. they always have to move cases of food from the loading dock.

Answer Key:

1. A 2. B 3. B 4. B 5. A

6. A 7. A 8. A 9. A 10. A

PRETEST - POSTTEST
BUS PERSON SERVICE

Directions: Please circle the best answer for each question or answer orally.

TRUE OR FALSE?

1. Never rest the tray on the dining table. T F
2. Clean the condiment containers once a week. T F
3. Scrape and stack soiled dishes at the table in front of the customers. T F
4. Hold cups by the handles. T F
5. Clean up any spills immediately. T F
6. When you are clearing the table, stand close to to customers so that you can hear what they are saying. T F
7. Let the customers know that the beef is tough today. T F
8. The bus person serves the customers. T F
9. The bus person makes out the guest check. T F
10. The bus person helps the waiter refill containers of salt, sugar, and pepper. T F
11. Ketchup and mustard are examples of condiments. T F
12. Use a tray to set the table. T F
13. Stack dishes carefully on the tray when getting ready to set the table. T F
14. Bus persons should fill ice bins with ice. T F
15. Bus persons refill pitchers with ice and water. T F

Answer Key:

1. T 2. F 3. F 4. T 5. T

6. F 7. F 8. F 9. F 10. T

11. T 12. T 13. T 14. T 15. T

SECTION: BUS PERSON TRAINING

COMPETENCY: Student performs bussing tasks

OBJECTIVES: Using established criteria, the student will be able to independently carry out the bus person duties as required by the supervisor and set out in the schedule of duties for ten consecutive opportunities while training to be a bus person.

The student will be able to perform bus person duties to competitive industry standard in a cafeteria or other job site.

The student will be able to identify and use bus related equipment as evaluated by the supervisor.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Pre-service Tasks	The student:	Administer the Bus Person Pretest	
A. Table Setting 1. Types	has the ability to set a variety of table settings.	Students view available media in regard to correct table settings. Teacher demonstrates setting the table for a variety of meals, service, and courses. Students practice table setting.	
2. Items used	has the ability to select the appropriate items for specific table settings.	Teacher displays various items for table set-up. Student practice following directions to set various table settings Discuss procedures for sanitary handling of table setting equipment.	Using established criteria, the student practices setting the table for various meals. Checklist is used to evaluate.
	has the knowledge of the duties and responsibilities of a bus person	Students practice choosing silverware for specific settings and menus.	
B. Sidework	has the ability to perform bus person's sidework has the ability to perform assigned tasks to completion.	Teacher demonstrate and students practice in each of the sidework tasks according to the procedure recommended at the job site. Students make a checklist of duties and responsibilities of a bus person.	

SECTION: BUS PERSON TRAINING

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
1. Sideboard Items	Student:	Students practice each sidework task.	
2. Napkin folding	has the ability to fold napkins	Students practice folding napkins.	
3. Sideboard Maintenance	has the ability to straighten and maintain the items on the sideboard specifically and the sideboard area generally.	Teacher demonstrates sideboard maintenance. Using a sideboard in disarray, students practice straightening and maintaining the area. Students keep condiment area, coffee area, dishes area, etc. organized. Students initiate sidework when regular tasks are completed.	Using identified tasks, the student performs pre-service tasks.
II. Service Tasks	has the ability to perform various service tasks.	Teacher demonstrates correct methods of performing service tasks. Students practice service tasks. Students role play service tasks.	Students perform service tasks during an actual meal.
A. Filling Beverages			
B. Cleaning Up Spills			
C. Emptying Ashtrays			
D. Clearing Used Dishes, Glassware, Silverware After Each Course			
E. Tablecloth Changed or Cleaned when required			
III. Routine Duties			
A. Washing mirrors and Light Fixtures	has the ability to wash mirrors and light fixtures.	Teacher demonstrates duties. Students practice routine duties in the job setting.	Competency checklist is used to check students performance of routine duties.
B. Polish Stainless Steel	has the ability to polish stainless steel.		
C. Dust stationary dining room equipment and fixtures	has the ability to dust dining room equipment and fixtures.		

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCE/RESOURCES	EVALUATION
IV. Post-service Tasks	Student:		
A. Clear table	has the ability to clear tables.	Teacher demonstrates the correct procedure for clearing the table. Students practice procedure for clearing the table.	
B. Clean and wipe table, chairs, floor area, etc.	has the ability to clean area.	Teacher demonstrates the correct procedure for cleaning the area. Students practice procedure for cleaning the area.	
C. Reset table	has the ability to reset table.	Teacher demonstrates the correct procedure for resetting the table. Students practice procedure for resetting the table.	
D. Replenish supplies and food items used during service	has the ability to replenish supplies and food items used during service	Teacher demonstrates correct procedures for handling supplies and food items during service. Students practice procedures.	Using established criteria, student performs post-service tasks during an actual meal.
V. Bus Person Equipment			
A. Identification	has the ability to identify small and large equipment	Students make scrapbook from catalogues obtained from restaurant supply companies. Students identify equipment by selecting correct objects from a group of objects.	
B. Use	has the ability to use bus equipment	Students organize equipment from teacher directions; eg. put the salt and pepper shakers beside the sugar bowls. Students view linen and paper products in a restaurant's storage area. Students discuss the use of bus equipment. Students view available media. Students practice using equipment	By observing students teacher evaluates skills in identifying and handling bus equipment.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
C. Care and Cleaning	Student: has the ability to care for and clean bus equipment	Students discuss the care and cleaning of bus equipment. Pot Scrubbing Training may be introduced at this time. Students practice taking care of and cleaning bus equipment.	Through the use of checklists, students are evaluated for competencies related to the care and cleaning of bus equipment.
D. Storage	has the ability to identify the storage location of bus equipment. has the ability to put bus equipment away in the proper place.	Students tour service and storage areas in order to find out where bus equipment is stored. Students practice storing and retrieving equipment.	Through the use of checklists, students are evaluated for competencies related to the storage of bus equipment
VI. Bussing to a Trolley			
A. Assemble Trolley 1. 2 tubs 2. 2 extra trays 3. 1ash orrefuse container 4. 1 cutlery container with powdered bleach 5. clean cloth 6. soapy water 7. napkins from tables to use for clearing	has the ability to set up the bussing trolley appropriately.	Teacher demonstrates how to bus to a trolley. Students practice bussing to a trolley.	Using checklists, students are evaluated for competencies related to bussing to a trolley.
B. At the Table 1. Takes trolley to vacated table 2. Opens one of the napkins and places it on one end of a tray. 3. Places refuse and ashtray waste on napkin.	has the ability to clean the table area effectively.	Teacher demonstrates how to clean the table area correctly. Students practice cleaning the table area.	Using checklists, students are evaluated for competencies related to cleaning the table area.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATAION
4. Puts refuse in proper container			
5. Sorts dishes, cutlery, etc. into appropriate container			
6. Wipes out ashtray with another napkin			
7. Wipes table properly			
8. Pushes chair into table			
9. Replaces ashtray to table center			
10. Picks up refuse on floor			
11. Maintains clean cloth			
C. Clearing Trolley	has the ability to clear and clean the trolley appropriately	Teacher demonstrates how to clear and clean the trolley. Students practice clearing and cleaning the trolley.	Using the checklists, students are evaluat for competencies related to cleaning the trolley.
1. Pushes filled trolley into dishwashing area			
2. Places tubs on counter			
3. Empties refuse	has the ability to empty containers appropriately and correctly		
4. Empties cutlery			
5. Maintains clean cloth			
6. Cleans trolley itself			
			Teacher administers Post-test.

SECTION: BUS PERSON TRAINING

COMPETENCY: FOUNDATION WORK

OBJECTIVE: The student will be able to demonstrate the ability to recognize trade vocabulary by pointing to the appropriate objects and/or giving a definition of the term.

The student will be able to demonstrate the ability to perform tasks relating to quantitative concepts with respect to bussing.

The student will be able to demonstrate functional literacy as it directly applies to the job of bussing.

LANGUAGE OF THE TASK	QUANTITATIVE CONCEPTS	SUGGESTIONS
I. Trade Vocabulary Words		
A. Relish B. Table Linen C. Condiment D. Spill E. Service Station F. Serving Cart G. Silver H. Glassware I. Tray J. Sidework K. Teapot L. Tabletop M. Soup spoon N. Bread Board O. Trolley	Numbers of particular items needed to serve particular number of guests per table. One to one correspondence of items needed.	Students make a scrapbook with pictures of the items listed, showing these items in relation to one another. Students practice saying the name for a particular item when they need that item or when they use the item so that they become familiar with the terminology.
II. Equipment - Dishes		
A. Dinner plates B. Luncheon plates C. Salad plates D. Bread and butter plates E. Entree platters F. Cups G. Saucers H. Soup bowls I. Sauce dishes J. Casserole dishes K. Relish trays		

LANGUAGE OF THE TASK	QUANTITATIVE CONCEPTS	SUGGESTIONS
III. Equipment - Glassware A. Tumblers B. Iced drink glasses C. Juice glasses D. Wine, old fashioned, cocktail, and sour glasses E. Sherbet and parfait glasses		Students practice using the terminology on the job. Students practice using or identifying equipment through role playing.
IV. Equipment - Silver and/or Flatware A. Dinner knives B. Steak knives C. Bread and butter knives D. Dinner forks E. Salad/dessert forks F. Oyster forks G. Soup/bouillon spoons H. Demitasse spoons I. Teaspoons J. Tablespoons		
V. Equipment - Stainless Steel Ware A. Coffee pitchers B. Teapots C. Water pitchers D. Serving trays E. Small change trays F. Bread trays G. Plate covers		
VI. Equipment - Linen A. Placemats B. Napkins C. Tablecloths		
VII. Side Service Equipment A. Dish totes B. Tray jacks C. Carts		

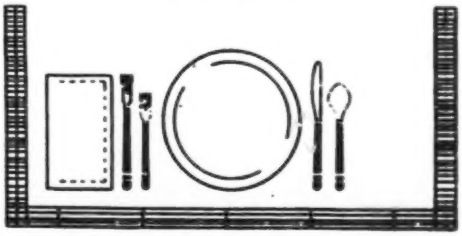
LANGUAGE OF THE TASK	QUANTITATIVE CONCEPTS	SUGGESTIONS
D. Coffee machine E. Iced tead machine F. Ice bucket G. Wine service equipment H. Oil and vinegar cruets		
VIII. Equipment - Table Appointments		
A. Centerpieces B. Candles and candle holders C. Napkin rings D. Ashtrays		
	Estimation of quantities used for filling and refilling containers.	Discussion and practice with quantity estimations.
	Estimation of quantities acceptable for safe carrying to appropriate locations.	

BUS EQUIPMENT STORAGE CHART

Bus Equipment	Storage Location	Location Where Bus Equipment is Used

Example of classroom activity for reinforcing quantitative concepts and language of the tasks.

CHOOSING SILVERWARE FOR A TABLE OF 4



TOM WAS ASKED TO SET A TABLE FOR 4 GUESTS. THE COVER FOR EACH GUEST IS PICTURED ABOVE. EACH GUEST WILL NEED: 1 KNIFE, 1 TEASPOON, 1 DINNER FOR AND 1 DESSERT FORK.

TOM WENT TO THE SILVERWARE CONTAINERS TO CHOOSE THE SILVERWARE HE NEEDED.

1. HOW MANY KNIVES DID TOM PICK UP TO SET THE TABLE FOR 4 GUESTS? ________
2. HOW MANY DINNER FORKS DID TOM PICK UP TO SET THE TABLE FOR 4 GUESTS? ________
3. HOW MANY TEASPOONS DID TOM PICK UP TO SET THE TABLE FOR 4 GUESTS? ________
4. HOW MANY DESSERT FORKS DID TOM PICK UP TO SET THE TABLE FOR 4 GUESTS? ________
5. WHAT IS THE TOTAL NUMBER OF PIECES OF SILVERWARE TOM NEEDS TO SET THE TABLE FOR 4 GUESTS? ________

6. IS THE DINNER FORK SMALLER THAN THE DESSERT FORK? ________
7. ON WHAT SIDE OF THE PLATE ARE THE FORKS PLACED? ________

8. ON WHAT SIDE OF THE PLATE IS THE KNIFE PLACED? ________

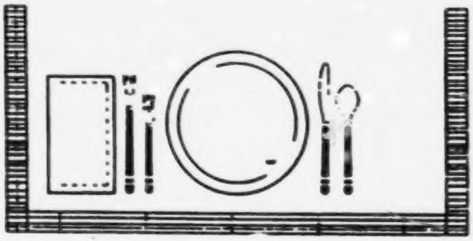
9. ON WHAT SIDE OF THE PLATE IS THE TEASPOON PLACED? ________

10. ON WHAT SIDE OF THE PLATE IS THE NAPKIN PLACED? ________

11. HOW MANY INCHES FROM THE EDGE OF THE PLATE SHOULD THE SILVERWARE BE PLACED? ________

12. WHAT PART OF THE SILVERWARE SHOULD YOU TOUCH WITH YOUR HANDS? ________

CHOOSING SILVERWARE FOR A TABLE OF 3

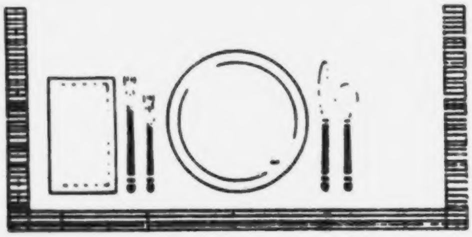


SUE WAS ASKED TO SET A TABLE FOR 3 GUESTS. THE COVER FOR EACH GUEST IS PICTURED ABOVE. EACH GUEST WILL NEED: 1 KNIFE, 1 TEASPOON, 1 DINNER FORK AND 1 DESSERT FORK.

SUE WENT TO THE SILVERWARE CONTAINERS TO CHOOSE THE SILVERWARE SHE NEEDED.

1. HOW MANY KNIVES DID SUE PICK UP TO SET THE TABLE FOR 3 GUESTS? ________
2. HOW MANY DINNER FORKS DID SUE PICK UP TO SET THE TABLE FOR 3 GUESTS? ________
3. HOW MANY TEASPOONS DID SUE PICK UP TO SET THE TABLE FOR 3 GUESTS? ________
4. HOW MANY DESSERT FORKS DID SUE PICK UP TO SET THE TABLE FOR 3 GUESTS? ________
5. WHAT IS THE TOTAL NUMBER OF PIECES OF SILVERWARE SUE NEEDS TO SET THE TABLE FOR 3 GUESTS? ________

Choosing Silverware For A Table of 6



Bob was asked to set a table for 6 guests. The cover for each guest is pictured above. Each guest will need: 1 knife, 1 teaspoon, 1 dinner fork and 1 dessert fork.

Bob went to the silverware containers to choose the silverware he needed.

1. How many knives did Bob pick up to set the table for 6 guests? ________
2. How many dinner forks did bob pick up to set the table for 6 guests? ________
3. How many teaspoons did Bob pick up to set the table for 6 guests? ________
4. How many dessert forks did Bob pick up to set the table for 6 guests? ________
5. What is the total number of pieces of silverware Bob needs to set the table for 6 guests? ________

SAMPLE COMPETENCY CHECKLIST

PRE-SERVICE TASKS

	PERFORMS COMPETENCY WITHOUT SUPERVISION	PERFORMS COMPETENCY WITH SUPERVISION	HAS HAD NO OPPORTUNITY	HAS NOT MASTERED THIS COMPETENCY
Fill water pitchers				
Check place servings				
Place chairs and tables in orderly manner				
Clean & fill condiment containers				
Stock service station				
Sort, count & store utensils at proper storage place				
Make coffee				
Stock roll bin				
Dust furniture				
Set tables (if not completed before)				

SAMPLE COMPETENCY CHECKLIST

Student: ____________________

Instructor Completing Evaluation: ______________

____

____

Date: ______________

BUS PERSON COMPETENCY CHECK	Performs this without supervision.	Performs competency with supervision.	Has not mastered this competency.	Comments
Clears tabletops.				
Carries dirty dishes to kitchen.				
Cleans tabletops.				
Dusts chairs after each guest leaves.				
Cleans ashtrays.				
Places chairs and table in orderly manner.				
Changes table linens.				
Sets table with clean items.				
Cleans and fills condiment containers.				
Folds napkins.				
Cleans up spills and breakage to prevent accidents.				
Stocks service station.				
Sorts, counts, and stores utensils at proper storage place.				
Serves water, coffee or tea, rolls and butter.				
Makes coffee.				
Fills water pitcher.				
Stocks roll bin.				
Cleans serving trays and cart.				
Cleans floors.				

SAMPLE COMPETENCY CHECKLIST

POST-SERVICE TASKS

	PERFORMS COMPETENCY WITHOUT SUPERVISION	PERFORMS COMPETENCY WITH SUPERVISION	HAS HAD NO OPPORTUNITY	HAS NOT MASTERED THIS COMPETENCY
Reset table with clean items				
Clean & fill condiment containers				
Place chairs & tables in orderly manner				
Sort, count & store utensils at proper storage place				
Clean serving trays and carts				
Empty water pitchers, butter plates, cream pitchers, & roll bin				
Clean dining room furnishings				
Transport equipment				
Replenish supplies for servers				
Wash mirrors & light fixtures				
Vacuum rugs and carpeting				
Scrub & wax floors				
Dust stationary dining room equipment and fixtures				
Dispose of garbage in proper area				
Locates and uses mops, brooms, and dust pans				

THE POT WASHER'S JOB

While the exact job duties vary from one place to another, certain requirements are common to most or all locations. The pot washer must be able to listen to and follow directions and assignments with care, accuracy, neatness, and speed. It is necessary that instructors think through the steps needed to perform the specific tasks and develop task analysis checklists from these steps. Each restaurant requires specific methods for washing the pots. Some restaurants have dishwashers capable of handling large pots and pans in which case, the pot washer places the prewashed pots on racks and feeds them into the dishwasher. The pot washer must be able to put the pots and utensils away in the correct storage area and maintain a clean working area around the sinks.

A pot washer's job should be done in an orderly manner. Some duties are part of the daily job while others are assigned as they are needed; however, pot washers must be able to respond quickly and to start and finish a job properly. To be successful, a pleasing personality and a clean, neat appearance are assets to the pot washer.

Classroom time can be used to follow up things being taught directly at the job site. For example, students can role play procedures, review and discuss situations which occurred at the job site as well as discuss the use of the equipment and proper job behaviors. Classroom experiences and job site experiences should serve to reinforce each other.

POT WASHING ACTIVITIES LIST

An activities list will vary from cafeteria to cafeteria, from restaurant to restaurant. Therefore, this list is included as a general guideline only and it is intended that instructors modify the list so it is consistent with the variations which directly apply to the students involved in the program specifically.

The following general description of these duties is designed to assist instructors with specific checklists which would apply to the specific job training site used for the course. From this general information, the instructor must do specific task analysis to arrive at the particular checklist suitable for the training of students in each unique location.

PREPARATION OF SINKS

Step 1: Turn the hot water faucet on.
Fill the wash sink 2/3 full of hot water.
While the wash sink is filling, add detergent.

Step 2: Fill the rinse sink 2/3 full of hot, clear water.

Step 3: Fill the sanitizing sink 2/3 full of hot water.
Add the correct amount of sanitizing agent to the water.

PREPARATION OF POTS AND PANS

Step 1: Scrape pots and pans using the scraper and supplies available.

Step 2: Turn on the garbage disposal unit until waste materials are removed.

Step 3: Prewash pots and pans with overhead sprayer, making sure to cover all areas of the pots.

Step 4: Prepare a presoak solution for extra dirty pots and pans using the correct amount of presoak supplies.

Step 5: Put extra dirty pots and pans into the presoak solution to soak.
Let the pots and pans soak for the required amount of time.

Step 6: Stack pots and pans of the same size together properly.

Step 7: Collect small utensils in a small pan so that the handles all face the same direction.

WASHING THE POTS AND PANS

Step 1: Wash the pots and pans in hot, soapy water until they are clean.

Step 2: Rinse the pots, pans and utensils in clear, hot water properly.

Step 3: Sanitize the pots, pans and utensils in the sanitizing sink for at least two minutes using the proper procedures.

Step 4: Set the pots and pans on the rack to air dry using the correct procedures.

Step 5: Put the pots and pans away in the correct storage locations.

Step 6: Put the utensils away in the correct storage drawers and locations.

CLEANING THE SINK AREA

Step 1: Scrub the entire sink area with hot, soapy water.

Step 2: Wipe the area with clean dry towels.

Step 3: Dispose of towels. Check faucets to ensure that they are turned off.

SECTION: POT WASHING TRAINING

OBJECTIVE: The student will be able to perform pot washing duties to competitive industry standard at the practicum site.

Using established criteria, the student will be able to independently carry out the pot washing duties as required by the supervisor and set out in the schedule of duties for ten consecutive opportunities while training to be a pot washer.

The student will be able to identify and use pot washing related equipment as evaluated by the supervisor.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Description of Area	Student:	Administer Pot Washing Pretest	
A. Three sinks B. Overhead sprayer C. Garbage disposal D. Drying area	has the ability to identify the parts of a pot washing area.		
II. Preparation of Area	knows how to prepare the sink for washing, rinsing, and sanitizing.	Students practice preparation tasks.	Using checklists, students are evaluated for competencies in preparation of the area.
A. Wash sink filled 2/3 full of hot, soapy water	demonstrates the ability to correctly fill wash sink.	Students tour restaurants to view the washing areas.	
B. Rinse sink filled 2/3 full of hot, clear water	correctly fills rinse sink. correctly fills sanitizing sink.		
C. Sanitizing sink is filled 2/3 full of hot water with sanitizing agent			
III. Preparation of Pots			
A. Scrape pots B. Turn on garbage disposal	knows how to prepare pots and pans for washing. scrapes pots and pans correctly.	Students practice preparation of pots and pans for washing.	Using checklists, students are evaluated for competencies in preparation of pots and pans for washing.
C. Prewash pots with overhead sprayer D. Soak extra dirty pots	uses garbage disposal appropriately and correctly pre-washes pots with overhead sprayer correctly. demonstrates the ability to prepare a presoak solution. correctly soaks needed pots and pans.		

SECTION: POT WASHING

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
E. Stack same size pots together	Student: properly stacks like pots and pans together.		
F. Collect small utensils in a small pan	collects small utensils in a pan properly.		
IV. Washing Pots			
A. Wash in hot, soapy water.	washes pots in hot, soapy water properly.	Students practice the washing of pots, pans and utensils. Teacher may reuse the checklist periodically to reinforce the students' learning.	Using checklists, students are evaluated for competencies in pot washing.
B. Rinse in clear, hot water.	rinses pots, pans, utensils in clear, hot water properly.		
C. Sanitize in last sink for two min.	sanitizes pots, pans, utensils properly.		
D. Air dry pots	can properly air dry pots.		
E. Store pots in designated areas	stores pots correctly.		
F. Put small utensils in correct storage drawers	correctly stores utensils.		
V. Cleaning the Area	knows the procedure for cleaning the pot washing area.	Students practice cleaning the pot washing area.	Using checklists, students are evaluated for competencies in cleaning the pot washing area.
A. Scrub area with hot, soapy water	demonstrates the ability to scrub area with hot, soapy water		
B. Wipe area with clean dry towels	properly wipes area dry. recognizes a clean work area.		
			Final test should include speed, ability to follow directions, the ability to recognize clean pots as criteria in determining competence. Administer Posttest.

SECTION: POT WASHING TRAINING

COMPETENCY: Student performs pot washing duties.

OBJECTIVE: The student will be able to identify and use pot washing related equipment as evaluated by the supervisor.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
VI. Pot Washing Equipment	Student:		
A. Identification	has the ability to identify small and large equipment.	Students make scrapbook from catalogues obtained from restaurant supply companies.	
B. Use	has the ability to use bus equipment.	Students identify equipment by selecting correct objects from a group of objects. Students organize equipment from teacher directions; eg. put the utensils in the pan and put them over there. Students view the pot washing area in a restaurant. Students view the relevant storage areas in a restaurant. Students discuss the use of pot washing equipment. Students view available media. Students practice using equipment.	By observing students teacher evaluates skills in identifying and handling pot washing equipment.
C. Care and Cleaning	has the ability to care for and clean pot washing equipment and area .	Students discuss the care and cleaning of pot washing equipment. Students practice taking care of and cleaning pot washing equipment.	Through the use of checklists, students are evaluated for competencies related to the care, cleaning and storage of pot washing equipment.
D. Storage	has the ability to identify the storage location of pot washing equipment. has the ability to put equipment away in proper place.	Students tour storage areas in order to find out and discuss how and where pot washing equipment and supplies are stored. Students practice storing and retrieving equipment.	

SECTION: POT WASHING TRAINING

COMPETENCY: FOUNDATION WORK

OBJECTIVE: The student will be able to demonstrate the ability to recognize trade vocabulary by pointing to the appropriate objects and/or giving a definition of the term.

The student will be able to demonstrate the ability to perform tasks relating to quantitative concepts with respect to pot washing.

The student will be able to demonstrate functional literacy as it directly applies to the job of pot washing.

LANGUAGE OF THE TASK	QUANTITATIVE CONCEPTS	SUGGESTIONS
I. Trade Vocabulary Words		
A. Sanitize B. Prewash C. Soak	Sorting accourding to size of pots and pans	Students make a scrapbook with pictures of the items listed, showing these items in relation to one another.
D. Rinse E. Utensil F. Pot G. Pan	Measure correct amounts of detergent, sanitizing agent, bleach, soak solution, etc.	
II. Equipment	Estimates correct amount of water required in each sink.	Students practice saying the name for a particular item when they need that item or when they use the item so that they become familiar with the terminology.
A. Overhead sprayer B. Garbage disposal unit C. Drying area D. Wash sink E. Rinse sink F. Sanitizing sink G. Scraper H. Rack I. Utensil pan J. Sponge		Students practice measuring fluids into measuring cups.
III. Supplies		
A. Detergent B. Sanitizing agent C. Soak solution D. Towels		

POT WASHING STORAGE CHART

Pot Washing Equipment	Storage Location	Location Where Bus Equipment is Used

PRETEST - POSTTEST

POT WASHING

Directions: Please circle the best answer for each question or answer orally.

1. Knives and sharp utensils are:

   a. washed and rinsed immediately, not placed in the sink to soak.
   b. soaked with other sticky utensils.

2. The pot washer determines how much detergent to use in the wash sink by:

   a. following the manufacturer's directions.
   b. always using a handful of detergent.

3. Food should be scraped out of pots and pans before soaking because:

   a. the water will end up to be full of food.
   b. the owner might have a dog that he wants to feed.

4. Pots, pans, and utensils are immersed in the sanitizing sink:

   a. for five minutes.
   b. for two minutes.

5. Pots and pans are washed in soapy water:

   a. at 38° C.
   b. at 50° C.

6. Pots and pans should be:

   a. air dried and not nesting.
   b. towel dried.

7. Change washing water:

   a. when you have time.
   b. when the water lacks soapy suds and is a gray color.

8. To correctly wash pots and pans by hand you should have:

   a. two sinks.
   b. at least three sinks.

9. To clean up the pot and pan washing area:

   a. scrub the area with a brush and wipe it dry.
   b. just drain the three sinks.

10. All pots, pans, and small utensils should be replaced:

    a. in the correct drawer or shelf, or hung up.
    b. in any handy spot close by.

Answer Key:

1. a 2. a 3. a 4. b 5. b

6. a 7. b 8. b 9. a 10. a

SAMPLE POT WASHING CHECKLIST

Criteria:

Prepares for work without supervision

_____ puts on apron
_____ puts on hat
_____ uses gloves when necessary

Prepares work station without supervision

_____ assembles supplies (scrapers, towels, rags)
_____ scrapes pots and pans
_____ stacks pots and pans
_____ fills sinks
_____ checks temperatures in sinks

Works consistantly (reliably) without supervision

_____ pre-washes
_____ washes
_____ rinses
_____ sanitizes
_____ air dries
_____ puts away
_____ cleans up
_____ paces work according to the amount of time and pots and pans to be washed

Follows personal hygiene and sanitation policies

_____ body clean - washes hands before starts
_____ air dries pots & pans when possible
_____ keeps hands away from body

Uses safety principles

_____ handles sharp objects carefully
_____ respects garbage disposal
_____ wipes up spills on the floors

Clean-up

_____ puts all utensils and pans away
_____ empties sinks
_____ wipes walls, if necessary
_____ wipes station clean
_____ dries area

ADDENDUM

The Dishwashing and Kitchen Maintenance Checklists from Douglas College have been included should the program planners choose to expand the curriculum to this area. It may also be appropriate for the program planners to expand this curriculum to include other duties such as: 1) clean up, 2) storeroom maintenance and stocking, and/or 3) food line work in order to meet the specific needs and circumstances of the college cafeteria.

It is important for program planners to change the requirements of the specific duties to meet the requirements of the specific job site. Therefore, the curriculum is a guideline for further development by the program planners who create the specific checklists of the tasks required in specific job situations.

KITCHEN MAINTENANCE - AFTERNOON SHIFT

NAME: ______________________

DATE: ______________

	BASELINE	COMMENTS	2ND	COMMENTS	FINAL
1. Wipes and dries all counter surfaces in kitchen area.					
2. Wipes and dries all sinks in kitchen area.					
3. Wipes and dries all cooler and fridge doors.					
4. Wipes and dries ice making machine.					
5. Wipes out and dries well pressure cooker ovens.					
6. Wipes and dries trolleys and shelves in kitchen area.					
7. Sweeps floor in kitchen area.					
8. Wipes off stove cooking area.					
9. Cleans and dries bottom shelf of all coolers.					
10. Cleans slicer.					
11. Cleans buffalo chopper.					
12. Cleans fridge and freezer.					
13. Mops floor.					
14. Breaks down and cleans dishwasher.					

DISHWASHER - SET-UP

NAME: ____________________________

DATE: ________________

		BASELINE	COMMENTS	2ND	COMMENTS	FINAL
1.	Checks if straining racks are in the bottom of dishwasher.					
2.	Checks if spray bars are down.					
3.	Closes dishwasher doors.					
4.	Closes drains by turning valves as far right as possible.					
5.	Turns on "Fill" switch.					
6.	Turns on "Heat" switch.					
7.	Checks soap container; fills if necessary.					
8.	Fills pre-soak sink 3/4's full of hot water; add 1/2 c. chem.					
9.	Places empty storage racks in position, i.e., cup rack, tray and cutlery trolley, plate and soup bowl cart.					
10.	Puts garbage bag in container and places in position.					

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DISHWASHER

NAME: ______________________

DATE: ______________

	BASELINE	COMMENTS	2ND	COMMENTS	FINAL
1. Knows how to turn "on" a dishwasher.					
2. Knows how to turn "off" a dishwasher.					
3. Knows appropriate operating temperatures.					
4. Checks temperature gauges.					
5. Unloads bussing trolley.					
6. Sorts dishes, cutlery and refuse.					
7. Places dishes and cutlery in appropriate racks.					
8. Pushes racks to dishwashing side of sorting island.					
9. Feeds racks into dishwasher.					
10. Empties racks of clean dishes.					
11. Transports clean dishes to appropriate storage.					
12. Prescrubs pots and cooking utensils.					
13. Places pots and utensils on appropriate racks.					
14. Feeds racks into dishwasher.					
15. Transports pots and utensils to appropriate storage.					
16. Maintains clean working area.					
17. Empties garbage container as necessary, replaces clean bag.					
18. Understands and demonstrates appropriate use of garburetor.					
19. Obtains empty cup racks from service areas.					

BASIC OCCUPATIONAL EDUCATION PROGRAM

POT SCRUBBER

NAME: ____________________

DATE: ____________

	BASELINE	COMMENTS	2ND	COMMENTS	FINAL
1. Prescrubs pots and utensils.					
2. Places pots and utensils on appropriate racks.					
3. Feeds racks into dishwasher.					
4. Empties clean pots from racks.					
5. Transports clean pots and utensils to storage.					
6. Maintains clean work area.					

GARDENING ASSISTANT

COURSE DESCRIPTION:

This program provides individualized training for persons identified as special needs students in the classroom as well as in a landscaping and gardening practicum. This training will enable students to pursue further training through realistic work experience in the field and/or obtain entry level jobs in the competitive employment market. Students may have an opportunity to gain some experience in the greenhouse and/or the nursery when appropriate. Since these jobs are typically minimum wage and characterized by high staff turnover and unreliability, a well-trained student may be challenged by the work and, therefore, more reliable and permanent on the job.

Prior to admission, the student will participate in an extensive assessment screening to determine whether program threshold requirements in terms of student needs, interests, and abilities have been met. Instructional methods and training pace will be adapted to suit the learning needs of the students. During the program, a pre-employment component of job readiness training will be provided as an integral part of the program.

ADVISORY COMMITTEE:

Prior to instruction beginning, practicum sites must be located and appropriate arrangements made to ensure a high quality learning experience can be provided for the students during the practicum components of the course. Representatives from these sites including managers and owners will meet with members of the college staff to form an advisory committee to establish specific policies and guidelines with respect to the practicum experience. Job placement opportunities appropriate to the training will be established throughout, and where possible co-ordinated with the practicum component so that in many cases, successful work during the training would lead to a job upon course completion.

TYPE OF INSTRUCTION:

Classroom activities and lessons	5	hours/week
Directed study time	5	hours/week
Practicum	25	hours/week
Total	35	hours/week

MAXIMUM CLASS SIZE: Eight students

MENTOR PROJECT: Attached is a copy of the Mentor Project description from Camosun College, Victoria, B.C. Such a program would also be beneficial in the Bussing/Pot Scrubbing Course and the Gardening Assistant Course described. A mentor could be another student at the college or a volunteer from the community. It was suggested that often a physically handicapped person is very effective as a mentor for a mentally handicapped person.

REFERENCES

Melwood Manual: A Planning and Operations Manual for Horticultural Training and Work Co-op Programs, Melwood Horticultural Training Center, Inc., 5606 Dower House Road, Upper Marlboro, Maryland, 20772.

THE GARDEN ASSISTANT'S JOB

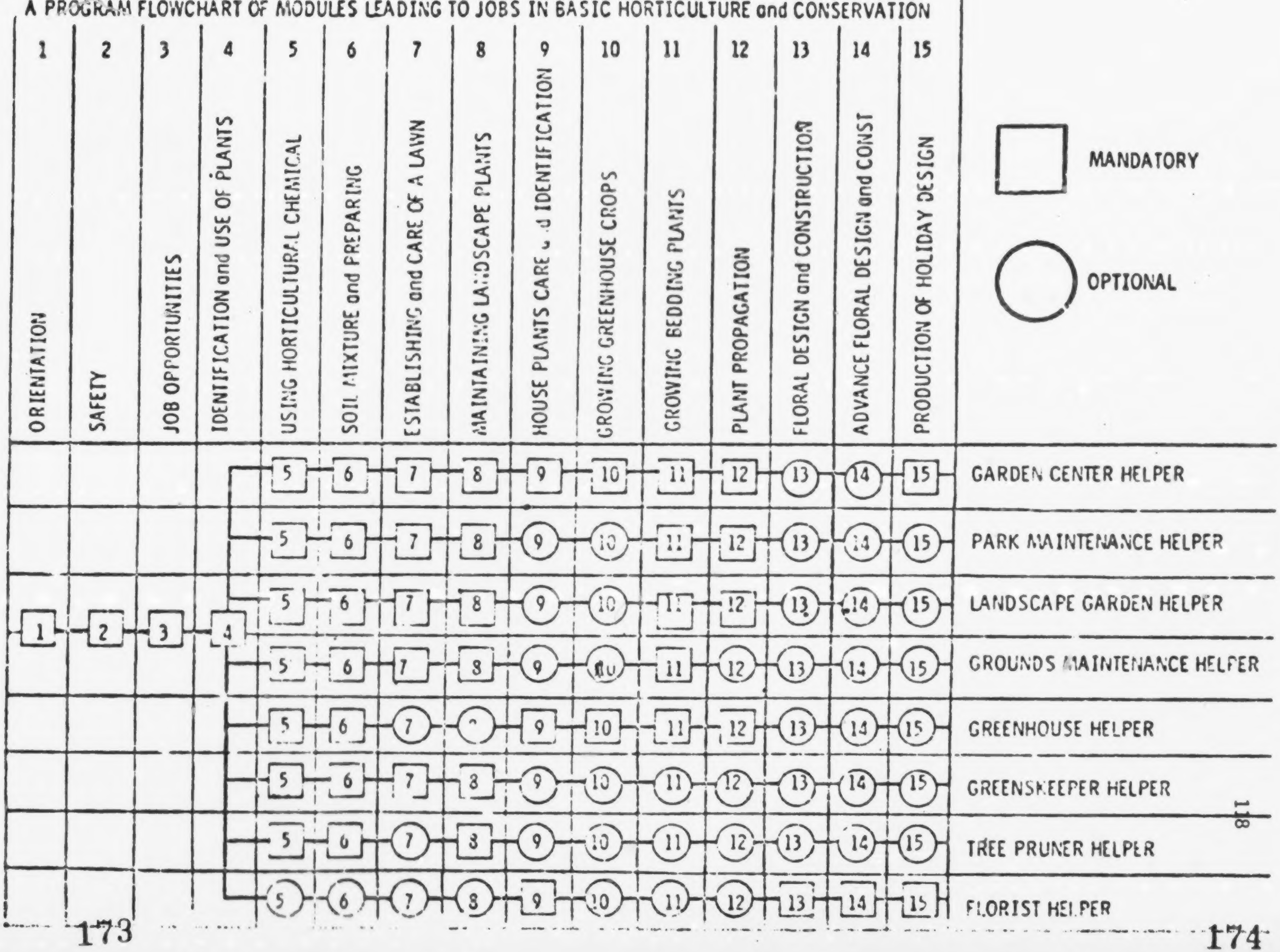
While the exact job duties vary from one place to another, certain requirements are common to most or all locations. The garden assistant must be able to listen to and follow directions and assignments with care, accuracy, neatness, and speed. It is necessary that instructor think through the steps needed to perform the specific tasks and develop task analysis checklists from these steps. Each landscaper and/or garden and yard area requires specific methods for performing the tasks which may include mowing lawns, clean-up routines, trimming, pruning, digging, maintaining flower beds, raking and edging.

A gardener's job should be done in an orderly manner. Some duties are part of the daily job routine while others are assigned as they are required; however, assistants must be able to respond quickly and to start and finish a job using the correct procedures. To be successful, a pleasing personality, an ability to work directly with others, and good physical strength and endurance are assets to the garden assistant.

Classroom time can be used to follow-up things which are being taught directly at the job site. For example, students can review procedures for specific routines and role play certain work behaviors and interactions. Classtime can be used to generate enthusiasm for the job, stress habit formation with respect to doing the job properly, and emphasize motivation to produce a good result on the job. Classroom experiences and job site experiences should be set up to reinforce each other.

NOTE: Only supervisor or other trained personnel uses pesticides. Assistants do not use pesticides.

A PROGRAM FLOWCHART OF MODULES LEADING TO JOBS IN BASIC HORTICULTURE and CONSERVATION



	1 ORIENTATION	2 SAFETY	3 JOB OPPORTUNITIES	4 IDENTIFICATION and USE OF PLANTS	5 USING HORTICULTURAL CHEMICAL	6 SOIL MIXTURE and PREPARING	7 ESTABLISHING and CARE OF A LAWN	8 MAINTAINING LANDSCAPE PLANTS	9 HOUSE PLANTS CARE and IDENTIFICATION	10 GROWING GREENHOUSE CROPS	11 GROWING BEDDING PLANTS	12 PLANT PROPAGATION	13 FLORAL DESIGN and CONSTRUCTION	14 ADVANCE FLORAL DESIGN and CONST	15 PRODUCTION OF HOLIDAY DESIGN
GARDEN CENTER HELPER	□	□	□	□	□	□	□	□	□	□	□	□	○	○	□
PARK MAINTENANCE HELPER					□	□	□	□	○	○	□	□	○	○	○
LANDSCAPE GARDEN HELPER					□	□	□	□	○	○	□	□	○	○	○
GROUNDS MAINTENANCE HELPER					□	□	□	□	○	○	□	○	○	○	○
GREENHOUSE HELPER					□	□	○	○	□	□	□	□	○	○	○
GREENSKEEPER HELPER					□	□	□	□	○	○	○	○	○	○	○
TREE PRUNER HELPER					□	□	○	□	○	○	○	○	○	○	○
FLORIST HELPER					○	○	○	○	□	○	○	○	□	□	□

□ MANDATORY

○ OPTIONAL

GARDEN ASSISTANT ACTIVITIES LIST

An activities list will vary from landscaping site to landscaping site, from garden to garden. Therefore, this list is included as a general guideline only and it is intended that instructors modify the list so it is consistent with the variations which directly apply to the students involved in the program specifically.

It is suggested that practical experience in landscaping begin at a residential or group-home site with a simple lay out and medium average length grass. For convenience, the activities have been classified according to the seasons.

SPRING WORK:

A. Preparation duties and general clean-up
   1. Inspect the site
   2. Pick up large items and/or refuse
   3. Clean up flower beds with rake and simple hand tools
   4. Pull foreign articles and weeds from beds.
   5. Clean sidewalk and driveway
   6. Weed open fields and large areas

B. Lawn care duties
   1. Mow lawn
   2. Rake lawn
   3. Edge lawn
   4. Fertilize lawn

C. Planting duties
   1. Mix and prepare soil
   2. Plant bedding plants
   3. Sow seed in boxes and/or in beds
   4. Do propagation of other plant types

D. Tree and landscape plant maintainence duties
   1. Prune limbs and branches
   2. Trim plants

SUMMER WORK:

A. General Clean-up duties
   1. Inspect the site
   2. Pick up large items and/or refuse
   3. Bag and haul refuse to proper location
   4. Do weed cutting in unoccupied areas

B. Maintenance duties (Period of maintenance: April to October)
   1. Weed beds as required
   2. Assist with pruning and trimming as directed
   3. Cultivate as directed
   4. Water plants when necessary
   5. Do errands as requested by the landscaper/supervisor

C. Lawn care duties
   1. Mow lawn
   2. Rake lawn
   3. Edge lawn
   4. Follow further directions from the landscaper/supervior
   5. Clear sidewalk and driveway of grass clippings

FALL WORK:

A. General clean-up duties
   1. Inspect the site
   2. Pick up large items and/or refuse
   3. Bag and haul refuse to proper location
   4. Rake leaves
   5. Do errands as requested by the landscaper/supervisor

B. Lawn care duties
   1. Continue with lawn maintenance duties as described above
   2. Fertilize as required and directed

B. Lawn care duties (con't)

   3. Clear sidewalk and driveway of grass clippings

C. Closing preparation duties for winter

   1. Assist with pruning and trimming as directed
   2. Dig and hoe in areas as directed
   3. Dig up plants as directed
   4. Clean up beds

D. Harvest duties

   1. Harvest garden crops and flowers
   2. Cultivate garden area

WINTER WORK:

A. Snow removal

B. Greenhouse work (See Greenhouse component)

The following general description of these duties is designed to assist instructors with specific checklists which would apply to the specific job training site used for the course. From this more general information, the instructor must do specific task analysis to arrive at the particular checklist suitable for the training of students in each unique location.

It is recommended that the instructor set up the training using a division of labor from the beginning, training one student at a time in each specific, specialized skill. Once the students master one job, the students rotate to a new job area. For example, one student could be learning edging, another mowing, another cleaning. When the students have had a specified period of training on these jobs, the student who was learning mowing could rotate to cleaning, while the student who was cleaning could rotate to edging, and so on.

CLEAN UP DUTIES

The goal of the garden assistant is to help the landscaper so that the landscaping job at a site can be completed more quickly. It is the job of the garden assistant to make the job of the landscaper easier by working side by side with him/her, doing errands as requested, and keeping the work area clear of debris by picking up refuse, branches and trimmings after the landscaper has worked in an area. The garden assistant must be willing to help as requested and follow directions accurately. For instance, the gardent assistant must put garbage bags in the proper location, haul things to the truck properly, and move plants, tools and equipment from place to place. The garden assistant must have respect for the personal property of the garden as well as the landscaper. The instructor/landscaper will have translated skills necessary to do the job into simple steps and expectations. It is the garden assistant's job to follow through with satisfactory performance.

Step One: Inspect the site starting at the front facing the house and proceeding from left to right, from front to back of the yard. Note large items and extraordinary things which must be brought to the attention of the supervisor.

Step 2: Use garbage cans and/or bags to pick up all large items and/or refuse. Pick up objects using correct procedures to avoid injury.

Step 3: Carry garbage cans and/or bags to the proper location in the yard or landscaping truck.

Step 4: Take garbage bag and/or can to the location of the beds to be cleaned. Remove all the debris from the bed with a rake and simple hand tools.

Step 5: Pull foreign objects and weeds out of the bed while kneeling on hands and knees. Be sure to wear proper gloves. Usually everything is cleaned off except a large shrub. Proceed from left to right, front to back in the same manner as the site inspection.

Step 6: After the lawn mowing has been done, use a blower to clear the sidewalk and driveway of grass clippings. Proceed with this job in the same left to right manner, starting as other tasks described.

Step 7: Weed open fields, large undesignated areas and edges with a weed eater or suitable equipment as requested by the supervisor.

LAWN CARE

Garden assistants' duties involve the care of lawns. At first, it is important to master the specific routine for mowing the lawn so that good work habits are established. When the task is mastered, it becomes important to develop speed so that the job is completed in the least amount of time possible. The garden assistant must learn to find a balance between correct accurate procedures and speed of performance.

Step 1: Inspect the lawn to make sure anything which might damage the lawn mower has been picked up.

Pick up any reamining debris and deposit it in the proper location.

Step 2: Starting at the front,facing the house, mow the lawn from left to right, from front to back of the yard. Set up the mower at the starting point.

Step 3: Start the lawn mower according to the directions from the supervisor. Work WITH the machine, handling it properly at all times.

Step 4: If there is a bag for collecting grass clippings on the machine, check it often and remove it when it is full. Dispose of the grass clippings in the proper manner when required.

Step 5: Rake the lawn as required using the appropriate equipment designated by the instructor. Following the same principles as given for mowing the lawn, set up the rake at the starting position. Start at the front, facing the house and work from left to right, from front to back until the yard has been completely raked.

Step 6: Fertilize the lawn two to three times a year as directed by the supervisor. Follow the instructions for using fertilizer and preparing fertilizer. Once the fertilizer is prepared, begin the job using the same principles that apply to other lawn duties; that is, start at the front, facing the house, fertilizing from left to right, from front to back of the yard until the job has been completed.

Step 7: Edge the lawn using the edging equipment available, following the supervisor's instructions. Carry a garbage bag to use for collecting clippings. Start from the front of the yard and proceed from left to right around the lawn area. Follow this same principle to edge around beds and other areas which require edging.

Step 8: Follow further directions given by the landscaper/supervisor. Further instructions may include rolling the lawn, aerating the lawn, and/or patching the lawn with turf or grass seed. Specific instructions will be given at each job site for a special lawn treatment if required.

MAINTENANCE DUTIES

Garden assistants perform certain duties to maintain the yard. While certain pruning and trimming may be too difficult for the assistant because of the judgments required and the exact straightness of cuts required, there are many things the assistant can do to help the landscaper. Occassionally, there may some branches which the supervisor askes the assistant to cut. The assistant performs this task by following the directions accurately. Otherwise, the assistant's job is primarily to work with the landscaper, cleaning up trimmings and branches, hauling things to the truck, running errands, and performing tasks as requested.

Step 1: Weed beds as instructed. In some instances, it may be required to use a hoe, while at other times, it may be handwork using hand tools. Work from left to right, from front to back.

Step 2: Gather debris together and put it into a garbage bag or can. Put the garbage container in the proper location.

Step 3: Use hand tools to dig into and clean out corners as required.

Step 4: Weed open areas as directed by the supervisor.

Step 5: Cultivate with a hula hoe, following the same procedure as with other tasks. Work from left to right, front to back.

Step 6: Look at shrubs and plants. Pick off or trim dead leaves.

Step 7: Water beds and lawns as instructed. Follow the specific procedure requested by the supervisor. Hoses and sprinklers, watering cans, other equipment is used with care.

Step 8: Return all equipment, tools, and supplies to the proper location upon completion of the job.

PRETEST - POSTTEST

THE JOB OF A GARDEN ASSISTANT

Directions: Please circle the best answer for each question or answer orally.

1. It is important for the garden assistant to be able to work:

   a. directly with the supervisor/landscaper following directions at the moment
   b. with a group of people to finish each job assigned

2. As a garden assistant, you will finish one task before starting another.

   a. True
   b. False

3. The garden assistant wears:

   a. any clothes chosen
   b. work clothes and appropriate footwear

4. The garden assistant helps to do landscaping maintenance for the owner of the yard:

   a. but works under the landscaper/supervisor
   b. and works under this owner

5. One of the most important things for a garden assistant to develop:

   a. a good work habit of doing the routines a certain way
   b. speed to get the job finished as fast as possible

6. The garden assistant learns to fill garbage bags and cans so they:

   a. can be carried easily to the proper location
   b. are as full as possible

7. Before applying for a job as a garden assistant:

   a. get a social insurance card and a physical examination
   b. get some new hand tools and gardening gloves

8. The garden assistant is expected to be strong and well-coordinated because:

   a. he/she must carry heavy loads and work with tools
   b. he/she must reach high branches and pull them down

9. The garden assistant is expected to be reliable and honest:

   a. because he/she is working on someone else's property
   b. because he/she is paid a large salary

10. Before mowing a lawn, the garden assistant should:

    a. check the lawn to make sure it is long enough to cut
    b. check the lawn to remove any debris from the area

Answer Key:

1. a   2. a   3. b   4. a   5. a

6. a   7. a   8. a   9. a   10. b

PRETEST - POSTTEST

GARDEN ASSISTANT DUTIES

Directions: Please circle the best answer for each question or answer orally.

TRUE OR FALSE?

1. When caring for a lawn, work from left to right. T F
2. Pick up garbage in your way while you mow the grass. T F
3. Fertilize two or three times a year. T F
4. Wear proper gloves for pulling weeds. T F
5. Take full garbage bags to the proper location immediately. T F
6. When doing your job, go and talk to another worker. T F
7. If you are in a hurry, ask the owner to lend you his tools until you return the next time. T F
8. The garden assistant prunes delicate trees. T F
9. The garden assistant weeds in beds where there are many types of plants. T F
10. The garden assistant helps the landscaper by picking up branches that have been pruned. T F
11. The lawn is raked after it is mowed. T F
12. Use a garbage can to haul equipment and supplies from the work site to the truck. T F
13. Put tools away carefully when each job is finished. T F
14. Garden assistants should edge the lawn when necessary. T F
15. Garden assistants clean off beds in the spring getting them ready for planting. T F

Answer Key:

1. T 2. F 3. T 4. T 5. T

6. F 7. F 8. F 9. F 10. T

11. T 12. T 13. T 14. T 15. T

SECTION: GARDEN ASSISTANT - RESIDENTIAL LANDSCAPING

COMPETENCY: Student performs garden assistant (residential landscaping) tasks

OBJECTIVES: The student will be able to identify and use garden assistant (residential landscaping) related equipment as evaluated by the supervisor.

The student will be able to perform garden assistant (residential landscaping) duties to competitive industry standard with a landscaper at a selected job site.

Using the established criteria, the student will be able to independently carry out the duties of the garden assistant (residential landscaping) as required by the supervisor and set out in the schedule of duties for ten consecutive opportunities while training to be a garden assistant.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Garden Assistant Equipment	Student:	Administer Garden Assistant Pretest.	
A. Identification	has the ability to identify small and large equipment	Students make scrapbook from catalogues obtained from supply companies.	By observing the students, teacher evaluates skills in identifying and handling garden assistant - residential landscaping equipment
B. Use	has the ability to use garden equipment	Students identify equipment by selecting correct ones from a group of tools and equipment when requested. Landscaper demonstrates the use of certain equipment. Students have a hands-on period with a landscaper to explore the general shapes and appearance of various equipment and tools. Students view equipment and tools as they are stored in the storage area of a specific landscaping business. Students organize equipment from instructor's directions in a storage area, on a work truck, and at a job site.	

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCE/RESOURCES	EVALUATION
	Student:	Students discuss the use of gardening equipment. Students learn to work with tools and equipment, developing the attitude that machines are "friends", to be treated with respect. Students view available media showing the use of equipment. Students practice using equipment at selected exploratory sites.	
C. Care and Cleaning	has the ability to care for and clean gardening equipment	Students discuss the care and cleaning of gardening equipment. Students practice taking care of and cleaning gardening equipment. Teacher demonstrates ways of identifying problems with tools and equipment. Stuents discuss what to do when a problem arises with equipment.	Using checklists, students are evaluated for competencies related to the care and cleaning of gardening equipment.
D. Storage	has the ability to identify the storage location of gardening equipment has the ability to put gardening equipment away in the proper place	Students tour various sites where landscapers work and note where and how tools and equipment are used, located, and stored on and off the job site. Students practice storing and retrieving equipment.	Using checklists, students are evaluated for competencies related to the storage of gardening equipment.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
II. Preparation and Clean-up Tasks	Student:		
A. Site inspection	has the ability to survey and inspect the site noting items to to removed	Teacher demonstrates correct site inspection procedure. Students practice site inspection. Students discuss the importance of site inspection.	
B. Collecting and hauling refuse	has the ability to collect large items and refuse, put them in suitable container, and haul refuse to proper location.	Teacher demonstrates correct procedures for collecting and disposing garbage. Students practice refuse collecting and hauling at the job site.	
C. Open field work	has the ability to removal all weeds and refuse from open fields, unoccupied areas, and harvested gardens.	Teacher demonstrates correct procedures. Students discuss correct procedures. Students practice correct procedures on the job site.	
D. Flower bed clean up	has the ability to perform assigned tasks to completion.	Teacher demonstrates and students practice each of the tasks according to the procedure recommended at the job site. Students make a checklist of duties and responsibilities of a garden assistant.	Using established criteria and a checklist, students are evaluated for competencies related to the job of general preparation and clean-up.
E. Raking leaves	has the ability to rake leaves, bag them and dispose of them properly	Teacher demonstrates and students practice raking leaves and disposing them.	

SERVICE: GARDEN ASSISTANT - RESIDENTIAL LANDSCAPING

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
III. Lawn Care	Student:		
A. Mowing	has the ability to mow lawn properly.	Teacher demonstrates correct lawn mowing procedures. Students practice correct lawn mowing procedures.	
B. Raking	has the ability to rake lawn properly.	Teacher demonstrates correct lawn raking procedures. Students practice correct lwan raking procedures.	
C. Edging	has the ability to edge lawn areas properly.	Teacher demonstrates correct edging techniques. Students practice correct edging techniques.	
D. Maintenance	follows further directions from the landscaper.	Teacher demonstrates correct procedures for further lawn work.	
	has the ability to complete assigned tasks such as lawn rolling, aerating, patching, and/or fertilizing.	Students practice correct procedures for lawn work.	Competency checklist is used to check students performance of routine and extra lawn care duties.
E. Grass Clippings	has the ability to dispose of grass clippings properly as assigned on a specific job site.	Teacher demonstrates correct grass clipping removal procedures.	
	removes grass clippings from sidewalks and driveways.	Students practice correct grass clipping removal procedures.	

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
IV. Planting Tasks	Student:		
A. Soil mixing and preparation	has the ability to mix and prepare soil according to instructions given.	Teacher demonstrates soil mixing and preparation using correct techniques and procedures. Students practice soil mixing and preparation.	
	has ability to estimate amount of soil of fill a pot or area as requested.	Students bag soil, store soil, or put correct amount of soil in pots.	
B. Bedding plants	has the ability to plant bedding plants using the correct procedures.	Teacher demonstrates proper planting procedures. Students practice planting bedding plants, working first along side instructor, and then independently.	Using checklists, teacher evaluates skills in planting.
C. Seeding and Propagating	has the ability to sow seed or propagate plants according to instructions given.	Teacher demonstrates proper techniques. Students practice correct techniques.	
V. Maintenance Routines			
A. Weeding	has the ability to weed beds and other areas as required.	Teacher demonstrates proper procedures required and students practice using correct techniques.	Using competency checklist, students are evaluated for performance of routines maintenance duties.
B. Cultivating	has the ability to cultivate areas as assigned.	Teacher demonstrates proper cultivating procedures required and students practice using correct technqiues.	

SECTION: GARDEN ASSISTANT - RESIDENTIAL LANDSCAPING

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
	Student:		
C. Watering	has the ability to water lawns and garden areas as assigned.	Teacher demonstrates proper watering procedures with cans and hoses, sprinklers, etc. Students practice proper procedures.	
D. Digging	has the ability to dig holes, trenches and dig up areas as assigned.	Teacher demonstrates and students practice proper procedures for digging.	
E. Trimming	has the ability to assist with trimming plants, shrubs, etc. as assigned.	Teacher demonstrates proper procedures and students practice.	
F. Pruning	has the ability to assist with pruning shrubs and trees as assigned.	Teacher demonstrates proper procedures and students practice.	
G. Plant care	has the ability to perform assigned tasks such as fertilizing, pricking dead leaves, staking, etc.	Teacher demonstrates duties and students practice routines in the job setting. Students view available media relating to Yard Maintenance and Landscaping Procedures.	
VI. Harvesting Tasks			
A. Picking flowers	has the ability to pick flowers using proper techniques.	Teacher demonstrates correct procedures and students practice these procedures.	Using checklists, students are evaluated for competencies related to harvesting and fall routines.
B. Garden crops	has the ability to harvest garden crops as assigned using the proper procedures.	Teacher demonstrates correct procedures and students practice these procedures.	
C. Fall routines	has the ability to perform various fall routines as assigned.	Teacher demonstrates procedures and students practice. Students view available media relating to harvesting and fall routines. Student discussion.	Teacher administers Posttest.

SECTION: GARDEN ASSISTANT TRAINING - RESIDENTIAL LANDSCAPING

COMPETENCY: FOUNDATION WORK

OBJECTIVE: The student will be able to demonstrate the ability to recognize trade vocabulary by pointing to the appropriate objects when requested and/or giving a definition of the terms

The student will be able to demonstrate the ability to perform tasks relating to quantitative concepts with respect to residential landscaping.

The student will be able to demonstrate functional literacy as it directly applies to the job of garden assistant (residential landscaping).

LANGUAGE OF THE TASK	QUANTITATIVE CONCEPTS	SUGGESTIONS
I. Trade Vocabulary Words A. Lawn B. Grass C. Shrub D. Fruit tree E. Evergreen (coniferous) F. Leafy-tree (desiduous)	Numbers of particular items needed to take to specific areas; eg. garbage bags.	Students make a scrapbook with pictures of the items listed, showing these items in relation to one another.
G. Bushes H. Flowering perennials I. Flowering annuals J. Bedding plants K. Garden vegetables L. Soil mixture M. Fertilizer		Students practice saying the name for a particular item when they need that item for a particular purpose or when they use the item so they become familiar with the terminology.
N. Herbicide O. Insecticide	Estimation of quantities used for filling and refilling containers.	Students practice using terminology on the job.
P. Edging Q. Trellis R. Hedge	Estimation of quantities acceptable for safe carrying to appropriate locations.	Students practice using words and talking about equipment using role playing.
II. Equipment - Hand Tools A. shovel B. rake C. hoe D. spade E. hand edger F. sidewalk edger G. lawn rake H. hand weeder I. hand trowel J. hand pruning shears	Estimate or measure depth of holes, distance between rows.	Students discuss and practice quantity estimations.

LANGUAGE OF THE TASK	QUANTITATIVE CONCEPTS	SUGGESTIONS

K. pruning hooks
L. hedge trimmers
M. hand saw
N. hand clippers
O. hand trimming knife
P. small garden tools

III. Equipment - Non-power

A. wheelbarrow
B. grass catcher
C. lawn roller
D. lawn aerator
E. lawn seeder/fertilizer spreader
F. ladder
G. fertilizing equipment
H. hose
I. sprayer
J. sprinkler
K. watering can
L. spray attach for hose (for chemicals)
M. Push broom

IV. Equipment - Power

A. Lawn mower
B. Power rake
C. Weedeater/grass whip
D. Hedge trimmers
E. Blower

V. Supplies

A. Gardening gloves
B. Rubber boots
C. Safety glasses
D. Knee protector mat/pads
E. Garbage bags

SECTION: GARDEN ASSISTANT TRAINING - RESIDENTIAL LANDSCAPING

COMPETENCY: FOUNDATION WORK

LANGUAGE OF THE TASK	QUANTITATIVE CONCEPTS	SUGGESTIONS
F. Garbage cans G. Cleaning rags H. Lawn mower fuel I. Oil J. Lawn seed K. Herbicides L. Fertilizers M. Pesticides N. Stakes O. Twine P. Wire Q. Pieces of hose for training trees R. Nails		

RESIDENTIAL LANDSCAPING EQUIPMENT LIST

	Hand Tools	Equipment	Power Tools and Equipment	Supplies
Protective Clothing and Equipment				gardening gloves rubber boots safety glasses sunhat knee protector mat/pads
Clean-up Equipment	shovel rake	wheelbarrow		garbage bags garbage cans cleaning rags
Lawn Care	hand edger sidewalk edger lawn rake	fertilizing equipment grass catcher lawn roller lawn aerator lawn seeder/ fertilizer spreader	blower lawn mower power rake weedeater/ grass whip	lawn mower fuel oil lawn seed
Maintenance of Beds and Gardens	hula hoe hand weeder hand trowel grub hoe spade bed edgers small garden tools			herbicides fertilizers pesticides
Pruning and Trimming	hand pruning shears pruning hooks hedge trimmers hand saw hand clippers hand trimming knife	ladder	hedge trimmers	stakes twine wire pieces of hose
Watering		hose sprayer sprinkler watering can spray attachment for hose (for fertilizing & herbicide) insecticide		
Miscellaneous	pliers hammer	push broom		nails

LANDSCAPING EQUIPMENT STORAGE CHART

Landscaping Equipment	Storage Location	Location Where Landscaping Equipment is Used

GREENHOUSE

GARDEN ASSISTANT ACTIVITIES LIST

As with residential landscaping, an activities list for greenhouse work will vary from one greenhouse or nursery to another. For this reason, the list included here respresents a general guideline intended to be modified by instructors so that the list is consistent with the variations which directly apply to the students involved in the particular work in the program.

It is suggested that practical experience in the greenhouse and or nursery begin with full support of an aid. The following general description of duties is designed to assist instructors with specific checklists which would apply to the specific job taining site used for the course. From this general information, the instructor must do specific task analysis to arrive at the particular checklist suitable for the training of students in each unique location. Sample checklists from various greenhouse have been included to provide models.

Activities have been arranged according to skill level. Basically, there are three areas of work in the green house: 1) Sowing seed flats, 2) Taking and planting cuttings, and 3) Transplanting. Other activites are related to the maintenance aspects of these duties.

BASIC DUTIES REQUIRING MINIMAL SKILL:

A. Fills pots and packs with soil
B. Washes pots and packs
C. Cleans work tables
D. Carries flats to and from greenhouse
E. Sweeps floor
F. Pulls weeds from pots
G. Takes garbage out
H. Fill soil buckets with soil
I. Moving pots

SIMPLE ROUTINES

A. Put correct number of pots in flats

B. Fill soaker trays

C. Hang hanging baskets in greenhouse

D. Measure correct amount of soil for soil machine

E. Take off brown leaves, flowers off plants (eg. fuschia)

F. Spread pots out as required with plant growth

G. Put wires on baskets

TASKS requiring some judgment and/or precision

A. Mixes soil

B. Mists, waters and fertilizes plants and seedlings

C. Take cuttings and prepare them

D. Plant cuttings
E. Outside maintenance tasks

ESTABLISHED WORK ROUTINES requiring judgment and skill

A. Sow seed flats

B. Separate seedlings

C. Plant seedlings in flats

D. Maintain quality control in greenhouse

E. Trim and/or prune plants
F. Transplanting G. Outside maintenance routines

COMPLEX ROUTINES requiring judgment, skill, flexibility, and decision-making

A. Complete procedures of the greenhouse.

B. Follow all stages of the growing of plants for commercial sale

C. Understand the field of horticulture to the level required for employment.

D. Keep track of production by filling out production cards.

The following general description of these duties is designed to assist instructors with specific checklists which would apply to the specific job training site used for the course. It is recommended that the instructor set up the training using a division of labor from the beginning, training one student at a time in each specific, specialized skill. The work can then be done on an assembly line fashion. Once the students master one job, the students rotate to a new position on the assembly line.

GENERAL DUTIES IN THE GREENHOUSE

The goal of the garden assistant is to meet a production standard in the greenhouse so that as many plants as possible are ready for sale at the proper time. It is the job of the assistant to do errands as requested, keep the work space clean, and keep the supply of pots, packs, flats, trays, and soil in proper order. The greenhouse assistant must be willing to help as requested and follow directions accurately. If the assistant is working along side other workers in an assembly line of separating seedlings to the planting stage, it is necessary to work closely with other people. The assistant must be able to move pots, trays, and flats of plants around in the greenhouse or outside in the nursery as required. The assistant must be able to work precisely and carefully enough so that plants are not damaged and seed is sparingly used. Assistants perform certain duties related to the plants before or after planting/transplanting and during growing periods. This work is usually scheduled and assigned to each person in rotation.

The assistant must have good eye-hand coordination, good pincher grasp skill, and good concentration abilities. The instructor will have translated skills necessary to do the job into simple steps and expectations. It is the assistant's job to follow through with satisfactory performance.

TRANSPLANTING

When transplanting, it is important that the assistant get the plant relocated in the centre of the pot or in the correct location in the pack if more than one plant is to be planted in a pack. A block with correctly placed pegs may be used as a stamp to mark the planting sites. Toothpicks may be used to mark the sites also. It is impossible to replant the plant at the correct depth in the new soil and to be sure that no air pocket is under the roots.

Step 1: Get suitable flat.

Step 2: Get pack or pot size requested.

Step 3: Fill flat with packs or pots as requested.

Step 4: Fill packs or pots with soil, leveling the soil.

Step 5: Separate seedling from flat with fingers or a fork.

Step 6: Remove seedling from flat and place on a tray.

Step 7: Make a hole for the seedling with a jiffy pot dibble.

Step 8: Plant the seedling in flats using a planting probe.

Step 9: Firm soil gently around seedling.

These steps are repeated until flat is full. One person may be assigned to separate seedlings while another plants them in the flats and yet another fills the packs or pots with soil.

Step 10: Write the name and date on a tag.

Step 11: Clean the work area.

When transplanting small plants from packs to pots, a similar procedure is followed. Planting cuttings also requires the following of similar steps.

CUTTINGS

The assistant must understand where and how to take cuttings in terms of the plant's life node. The assistant must be able to identify the growing tip.

Step 1: Get suitable flat as assigned.

Step 2: Wash out flat.

Step 3: Line the flat with towel or newspaper.

Step 4: Fill the flat with soil.

Step 5: Water soil, stir, add more water if necessary.

Step 6: Level the soil with the appropriate tool.

Step 7: Mark rows with marking board, toothpicks or as assigned.

Step 8: Use fungicide as directed.

Step 9: Remove growing tip as instructed, moting the direction of growth.

Step 10: Count precise number of nodes from the growing tip and remove leaves from the growing tips as assigned. Remove flowers, if there are any.

Step 11: Dip cutting into rooting hormone.

Step 12: Make hole in first row.

Step 13: Place the cutting into the hole, making sure that the node is below the soil line.

Step 14: Firm the soil around the cutting.

These steps are repeated until the flat is filled. One person may be assigned to take the cuttings, another to prepare the flat, and another to plant the cuttings.

Step 15: Write name and date on a tag.

Step 16: Clean up the work area.

SOWING SEED FLATS

Sowing seed requires fine motor skill and patience to ensure that the seeds are sown in the correct density or with the correct spacing. Even sowing of seeds promotes a quality product. Once the seed flats are sown, they are placed on the propagating/germinating table to grow because this table is heated, usually with small water hoses situated directly under the seed flats on the table.

Step 1: Get suitable flat.

Step 2: Wash out flat and line with towelling or newspaper.

Step 3: Fill the falt with soil to one inch from the top of the flat.

Step 4: Water the soil, stir, and rewater if necessary.

Step 5: Level the soil with the appropriate tool.

Step 6: Mark the rows with a marking board, toothpicks or as assigned.

Step 7: Use fungicide as directed.

Step 8: Pick up seeds between finger and thumb and drop seeds carefully along the row so they are planted as directed.

Step 9: Cover the seeds lightly with peat moss.

Step 10: Write name and date on tag.

Step 11: Clean up the work area.

ASSESSMENT MONTH: ____________

NAME: ______________________

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23			26	27	28	29	30	31
Is punctual																															
Works Independently																															
Follows instructions																															
Needs constant attention																															
Easily distracted (wanders away)																															
Upsets other people																															
Sick time (seizures, headaches, etc.)																															
Hygiene (appropriate)																															
TASKS: GREENHOUSE																															
Wire																															
Filling Pots																															
Transplanting																															
Cuttings																															
Watering																															
Mixing Soil																															
Brown Leaves																															
Cleaning Pots																															
Painting																															
Moving Plants																															
Outside Maintenance																															
Weeding																															
Rototilling																															
Seeding																															
Field Planting																															

GENERAL COMMENTS:

Horticulture Skills

Trainee____________________

Trainer____________________

Task Analysis & Data Sheet

Task - Sowing Seed Flats

Pass A - NO help
1 - Verbal help
2 - Demonstration
3 - Physical help
4 - Not completed

	Date PT	1.	2.	3.	4.	5.
1. Get suitable flat						
2. Wash out flat						
3. Line with newspapers						
4. Fill with soil-to 1 inch from top						
5. Water - Stir - water						
6. Level with tool						
7. Using marking board - mark into 5 rows						
8. Fungicide						
9. Pick up seeds between finger & thumb						
10. Drop seeds along row - not touching each other						
11. Cover lightly with peat moss						
12. Write name on tag						
13. Write date on tag						
14. Write plant name on tag						
15. Clean work area						

On time

9:00					10:40					1:00					2:40				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

WORKED AT TASK

9 - 10:20					10:40 - 12:00					1:00 - 2:20					2:40 - 4:00				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

COMMENTS:

Horticulture Skills

Trainee____________________

Trainer____________________

Task Analysis & Data Sheet

Task - Taking Cuttings

Pass A - No help
1 - Verbal help
2 - Demonstration
3 - Physical help
4 - Not completed

	Date PT	1.	2.	3.	4.	5.
1. Get suitable flat						
2. Wash out flat						
3. Line with newspaper						
4. Fill with soil - to 1 inch from top						
5. Water - stir - water						
6. Level with tool						
7. Mark into 5 rows with marking board						
8. Fungicide						
9. Remove 3 inch growing tip						
10. Find direction of growth (not upside down)						
11. Count 3 nodes from growing tip.						
12. Remove leaves from third node						
13. Remove flowers if any						
14. Dip into rooting hormone						
15. Make hole in first row						
16. Place cutting in hole - node below soil line						
17. Firm soil around cutting						
18. Repeat 9-17 until flat filled						
19. Write name on tag						
20. Write date on tag						
21. Write plant name on tag						
22. Clean up work area						

ON TIME

9:00					10:40					1:00					2:40				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

WORKED AT TASK

9 - 10:20					10:40 - 12:00					1:00 - 2:20					2:40 - 4:00				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

COMMENTS:

Horticulture Skills **Task** - **Transplanting - Market packs**

Trainee____________________

Trainer____________________

PASS A - no help
1. - verbal help
2. - demonstration
3. - physical help
4. - not completed

Task Analysis & Data Sheet

	Date PT	1.	2.	3.	4.
1. Get suitable flat					
2. Get pack size asked for					
3. Fill flats with packs					
4. Fill packs with soil					
5. Level off - top off if necessary					
6. Water - check - re water if necessary					
7. No-damp					
8. Remove seedling from flat with fingers.					
9. Make hole					
10. Place seedling in hole at same depth as in flat					
11. Firm soil gently around seedling					
12. Repeat steps 8 - 11 until flat finished					
13. Write name on tag					
14. Write date on tag					
15. Write plant name on tag					
16. Clean work area					

ON TIME

9:00					10:40					1:00					2:40				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

WORKED AT TASK

9 - 10:20					10:40 - 12:00					1:00 - 2:20					2:40 - 4:00				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

COMMENTS:

PRETEST - POSTTEST

THE JOB OF A GREENHOUSE ASSISTANT

Directions: Please circle the best answer for each question or answer orally.

1. It is important for the garden assistant in the greenhouse to be able to work:
    a. directly with the supervisor following directions at the moment.
    b. closely with a small group of people to finish the steps of a job.
2. As a greenhouse assistant, you will likely finish one task before starting another.
    a. True
    b. False
3. The garden assistant in the greenhouse or nursery wears:
    a. any clothes chosen.
    b. work clothes and rubber boots
4. The garden assistant helps to get the plants ready for sale
    a. but does not sell the plants.
    b. and helps to sell the plants.
5. One of the most important things for a garden assistant to develop is:
    a. precision so that as few plants are damaged as possible.
    b. speed to get the job finished as fast as possible.
6. The garden assistant learns to fill flats and pots with soil so they:
    a. can be easily used for planting the plants.
    b. are as full as possible but level.
7. Before applying for a job as a garden assistant:
    a. get a social insurance card and a physical examination.
    b. get some books with pictures of plants.
8. The garden assistant is expected to be well-coordinated because:
    a. he/she must work with small plants and seeds without damaging them.
    b. he/she must stack packs, pots and flats very high.
9. One of the jobs of the assistant in the greenhouse is:
    a. mixing the soil for the flats and pots.
    b. digging up soil from the ground for the flats and pots.
10. Before planting a seedling in the pack, the assistant should:
    a. remove the excess soil from the root.
    b. dip the seedling in a bucket of water.

Answer Key:

1. b 2. a 3. b 4. a 5. a 6. a 7. a 8. a 9. a 10. a

PRETEST - POSTTEST
GARDEN ASSISTANT DUTIES
GREEN HOUSE

Directions: Please circle the best answer for each question or answer orally.

TRUE OR FALSE?

1. When placing a seedling in a hole, plant it at the same depth as it was originally. T F
2. Throw away plant pieces trimmed from plants as they have no life. T F
3. Water for plants often contains fertilizing solution. T F
4. Pull weeds in pots and take off brown leaves when finished other work. T F
5. Let the supervisor know if you have damaged a plant. T F
6. Clean up the work area immediately after finishing a task. T F
7. The assistant helps fill containers with premixed soil. T F
8. Plant cuttings so that the node is covered with soil. T F
9. Plant seedlings carefully in the flat so the plants will be even. T F
10. Greenhouse assistants should space pots out so plants have growing room. T F
11. Greenhouse assistants water plants every day so the soil always feels wet. T F
12. Pick flowers to encourage more leaves to grow on some plants. T F
13. Hang baskets close together so they touch each other. T F
14. Wash pots with water to which Chlorine bleach has been added. T F
15. The assistant mixes soil. T F

Answer Key:

1. T 2. F 3. T 4. T 5. T 6. T 7. T 8. T

9. T 10. T 11. F 12. T 13. F 14. T 15. T

SECTION: GARDEN ASSISTANT - GREENHOUSE

COMPENTENCY: Student performs garden assistant (greenhouse and/or nursery) tasks.

OBJECTIVES: The student will be able to identify and use garden assistant (greenhouse and/or nursery) related equipment as evaluated by the supervisor.

The student will be able to perform garden assistant (greenhouse and/or nursery) duties to competitive industry standard with a landscaper at a selected job site.

Using the established criteria, the student will be able to independently carry out the duties of the garden assisant (greenhouse and/or nursery) as required by the supervisor and set out in the schedule of duties for ten consecutive opportunities while training to be a garden assistant in the greenhouse and/or nursery.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
I. Garden Assistant Equipment	Student:	Administer Garden Assistant Pretest	
A. Identification	has the ability to identify small and large equipment	Students make a scrapbook from horticulture catalogues obtained from supply companies. Students make flash cards of the various stages of specific plants/equipment grown in the greenhouse. Pictures may be obtained from catalogues.	
B. Use		Greenhouse supervisor or personnel demonstrates the use of certain equipment. Students have a hands-on period with a greenhouse employee to explore the general shapes and appearance of the various equipment and tools used. Students view equipment and tools as they are stored in the storage areas of the greenhouse/nursery.	
		Students organize equipment from instructor's directions in a storage area, on the work tables, and at other locations in the greenhouse.	By observing the students, teacher evaluates skills in identifying & handling equipment.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCE/RESOURCES	EVALUATION
	Student:	Students discuss the use of greenhouse equipment. Students learn to work with tools and equipment, developing the attitude that machines are "friends", to be treated with respect. Students view available media showing the use of equipment. Students practice using equipment at selected exploratory sites.	
C. Care and Cleaning	has the ability to care for and clean gardening equipment.	Students discuss the care and cleaning of greenhouse equipment. Students practice taking care of and cleaning greenhouse equipment. Teacher demonstrates ways of identifying problems with tools and equipment. Students discuss what to do when a problem arises with respect to equipment.	Using checklists, students are evaluated for competencies related to the care and cleaning of greenhouse equipment.
D. Storage	has the ability to identify the storage location of greenhouse equipment has the ability to put greenhouse equipment away in the proper place.	Students tour various sites and note where and how tools and equipment are used, located, and stored at the greenhouse. Students practice storing and retrieving equipment.	Using checklists, students are evaluated for competencies related to the storage of greenhouse equipment.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
II. Basic Tasks	Student:		
A. Soil filling	has the ability to fill required containers with soil to the designated level and smooth soil out.	Teacher demonstrates the correct procedures. Student practice filling soil in various sized pots, trays, buckets, etc.	
B. Pot washing	has the ability to use Chlorine bleach in hot water to wash pots, packs, flats, etc.	Teacher demonstrates correct procedures for washing containers.	
	has the ability to sort clean containers according to size, allowing them to drain and dry properly.	Students practice correct procedures. Students discuss correct procedures and problems.	
C. Cleaning workareas	has the ability to clean work tables to required standard. has the ability to sweep the floor. has the ability to take the garbage out and put it in the proper location.	Teacher demonstrates proper procedures, students practice procedures.	Using established criteria and a checklist, students are evaluated for competencies related to the job of general basic greenhouse work and clean up.
D. Container moving	has the ability to move full and empty containers to the designated locations.	Teacher demonstrates how to move stacks of pots, flats, etc. using the proper procedures. Students practice procedures. Teacher demonstrates how to move containers filled with soil, and students practice procedures. Teacher demonstrates how to move flats, pots, etc. with seedlings, plants growing in them, and students practice procedures. Students discuss correct procedures and engage in problem solving techniques when appropriate.	

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
E. Simple plant maintenance	Student:		
	has the ability to pull weeds from pot.	Teacher demonstrates correct procedures for simple plant maintenance.	
	has the ability to cut dead leaves from plants.		
	has the ability to cut flowers from plants as required.	Students practice correct procedures for simple plant maintenance.	
	has the ability to add soil to pots as required.	Students discuss simple plant maintenance.	
III. Simple routines			
A. Counting tasks	has the ability to put the correct number of pots, packs, etc. in flats.	Teacher demonstrates counting and measuring tasks.	
	has the ability to fill soaker trays properly.	STudents practice counting and measuring tasks.	
B. Measuring tasks	has the ability to measure correct amount of soil for the soil machine.	Students keep records as required with respect to counting and measuring tasks.	
	has the ability to spread pots out as required for plant growth and sunlight.	Students discuss and demonstrate counting and measuring as it applies to greenhouse work.	
	has the ability to measure water correctly.		
	has the ability to mix soil properly.		
C. Hanging plants	has the ability to hang hanging plants in the greenhouse.	Teacher demonstrates correct procedures regarding hanging plants.	
	has the ability to put wires in baskets correctly.	Students practice correct procedures regarding hanging plants.	
	has the ability to spread hanging baskets properly.		
	has the ability to retrieve hanging hanging baskets from wire lines.		

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
D. Plant watering tasks	Student: has the ability to mist, water and fertilize plants and seedlings as required.	Teacher demonstrates proper watering procedures, starting with measuring the correct amount of water used per plant into a watering cup. Each plant is given one full cup measure. Student practice watering procedure. Teacher demonstrates appropriate other watering techniques as required in greenhouses and nurseries. Student practice watering procedures. Students observe watering procedures in several greenhouses and nurseries to note differences and similarities. Students discuss watering procedures.	
E. Outside maintenance tasks	has the ability to perform outside maintenance tasks as required and/or assigned.	Teacher demonstrates proper outside maintenance tasks. Students practice outside maintenance tasks. Students discuss outside maintenance tasks.	Using established criteria and a check list, students are evaluated for competencies related to routine jobs in the greenhouse and/or nursery.

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
IV. SPECIFIC Plant Procedures	Student:		
A. Cuttings	has the ability to take cuttings properly and prepare them using the correct techniques. has the ability to plant cuttings.	Teacher demonstrates the proper cutting techniques. Students perform cutting tasks. Students view available media about taking cuttings.	
B. Sowing Seed Flats	has the ability to sow seed flats using the proper procedures.	Teacher demonstrates the proper methods of sowing seed flats. Student practice sowing seed flats using the proper techniques. Students discuss the sowing of seed flats and the taking of cuttings. Students view available media regarding plant propagation, sowing seed flats, and taking cuttings.	
C. Separating and planting seedlings	has the ability to separate seedlings using the proper techniques. has the ability to plant seedlings using the proper procedures.	Teacher demonstrates proper techniques for separating seedlings. Students practice separating seedlings. Teacher demonstrates and students practice planting seedlings. Students view available media about seedlings. Students discuss the procedures used with respect to seedlings in the greenhouse.	

COURSE CONTENT	PERFORMANCE CRITERIA	EXPERIENCES/RESOURCES	EVALUATION
D. Transplanting	Student: has the ability to transplant plants as required and/or assigned using the correct procedures.	Teacher demonstrates correct procedures for transplanting plants. Students practice correct procedures for transplanting plants. Students view available media regarding transplanting. STudents discuss transplanting plants with respect to correct procedures.	
E. Trimming and pruning plants	has the ability to trim and prune plants as required and/or assigned using the proper procedures.	Teacher demonstrates proper procedures for trimming and pruning plants in the greenhouse and/or nursery. Students practice proper procedures for trimming and pruning plants.	Using competency checklists, students are evaluated for performance of various plant procedures in the greenhouse & nursery.
V. Quality Control and Production			
A. Production cards B. Stages of production C. Product Quality	has the ability to complete production cards properly. has the ability to follow through all the procedures and stages involved in the greenhouse and/or nursery. has the ability to practice quality control techniques with respect to the greenhouse/nursery operation.	Teacher demonstrates proper procedures involving quality control and production in the greenhouse/nursery. Students practice proper procedures involved in greenhouse/nursery operation. Students discuss various aspects of greenhouse/nursery operation. Students view available media.	Using checklists, students are evaluated for performance and competencies in the growing of plants for commercial sale. Teacher administers Posttest.

SECTION: GARDEN ASSISTANT TRAINING - GREENHOUSE

COMPETENCY: FOUNDATION WORK

OBJECTIVE: The student will be able to demonstrate the ability to recognize trade vocabulary by pointing to the appropriate objects when requested and/or by giving a definition of the terms.

The student will be able to demstrate the ability to perform tasks relating to quantitative concepts with respect to greenhouse and nursery work.

The student will be able to demonstrate functional literacy as it directly applies to the job of garden assistant (greenhouse/nursery work).

LANGUAGE OF THE TASK

I. Trade Vocabulary Words

   A. Sowing
   B. Germinate
   C. Propagate
   D. Cutting
   E. Transplant
   F. Misting
   G. Spraying
   H. Wandering jew
   I. Spider plant
   J. Impatience
   K. Swedish ivy
   L. Bedding plants
   M. Marigolds
   N. Geranium
   O. Fuscia
   P. Tomato plants
   Q. Other plants

II. Equipment - Containers

   A. Flat
   B. Pack
   C. Pot
   D. Hanging basket
   E. Bucket
   F. Planting trays

QUANTITATIVE CONCEPTS

Numbers of particular items needed to take to specific areas; eg. packs to fill flats, pots of plants to hang.

Estimation of quatities used for filling and refilling containers.

Estimation of quantities of water to be used for specific purposes.

Measuring involved in soil mixing.

Estimation of quantities acceptable for safe carrying to appropriate locations.

Estimate or measure depth of holes, distance between rows, plants, seeds, pots on tables.

Counting nodes from growing tip when making cuttings.

Counting work done to fill in production cards.

Counting number of seedlings or plants to plant in assigned pots.

SUGGESTIONS

Students make a scrapbook with pictures of the items listed, showing these items in relation to one another.

Students practice saying the name for a particular item when they need that item for for a specific purpose or when they use the item so they become familiar with the terminology.

Students practice using words and talking about equipment using role play techniques.

Students practice using terminology on the job.

Students discuss and practice quantity estimations, counting, recognizing plants on horticulture flashcards, dropping seeds on paper seeding charts.

LANGUAGE OF THE TASK | QUANTITATIVE CONCEPTS | SUGGESTIONS

- K. Watering can
- L. Misting bottles/containers
- M. Water drums
- N. Fertilizer solution containers
- O. Soaker tray
- P. Watering cup

III. Equipment - Hand tools

- A. Spade
- B. Cutting knife
- C. Planting probe (jiffy pot dibble)
- D. Fork
- E. Planting stamp block with pegs (for marking planting holes)
- F. Marking board

IV. Equipment - Large Greenhouse Equipment

- A. Soil mixing machine
- B. Water hose
- C. Watering system
- D. Boilers
- E. Wheelbarrows
- F. Propagating/germinating tables
- G. Growing tables
- H. Production tables
- I. Cold frame
- J. Hot house

V. Supplies

- A. Soil mixture
- B. Peat moss
- C. Seeds
- D. Name tags
- E. Fertilizer
- F. Pesticides
- G. Chlorine bleach
- H. Rooting hormone
- I. Toothpicks

GREENHOUSE EQUIPMENT STORAGE CHART

Greenhouse Equipment	Storage Location	Location Where Greenhouse Equipment Is Used

SAMPLE COMPETENCY CHECKLIST

PREPARATION AND CLEANUP TASKS

RESIDENTIAL LANDSCAPING	GREENHOUSE/ NURSERY	PERFORMS COMPETENCY WITHOUT SUPERVISION	PERFORM COMPETENCY WITH SUPERVISION	HAS HAD NO OPPORTUNITY	HAS NOT MASTERED THIS COMPETENCY
1. Inspects site	1. Washes pots, packs, flats				
2. Collects refuse	2. Cleans work areas				
3. Hauls refuse	3. Empties garbage				
4. Moves containers, tools	4. Moves containers, plants				
5. Cleans up beds	5. Puts pots, packs in flats				
6. Rakes leaves	6. Sweeps floor				
7. Cleans equipment	7. Cleans equipment				
8. Sorts and stores equipment and supplies in proper storage place					
	9. Fills soaker trays				
	10. Puts wires in hanging baskets				
	SOIL MIXING AND PREPARATION				
1. Mixes soil	1. Mixes soil				
2. Prepare soil for sowing, planting, or transplanting					
	3. Fills soil machine				

SAMPLE COMPETENCY CHECKLIST

PLANT MAINTENANCE

RESIDENTIAL LANDSCAPING	GREENHOUSE/ NURSERY	PERFORMS COMPETENCY WITHOUT SUPERVISION	PERFORMS COMPETENCY WITH SUPERVISION	HAS HAD NO OPPORTUNITY	HAS NOT MASTERED THIS COMPETENCY
1. Pulls weeds	1. Pulls weeds				
2. Removes weeds from open field	2. Fills containers with soil				
3. Digs flower beds, holes, trenches	3. Adds soil to plants as required				
4. Cultivates assigned areas	4. Spreads plants out for growth (hanging and table)				
5. Picks off dead leaves	5. Picks off dead leaves				
6. Picks flowers	6. Cuts flowers				
7. Stakes plants	7. Does outside maintenance tasks				
8. Assists with trimming	8. Trims plants				
9. Assists with pruning	9. Prunes plants				
	10. Hangs hanging plants				
	11. Retrieves hanging baskets				

SAMPLE COMPETENCY CHECKLIST

GROWING PLANTS AND CROPS

RESIDENTIAL LANDSCAPING	GREENHOUSE/ NURSERY	PERFORMS COMPETENCY WITHOUT SUPERVISION	PERFORMS COMPETENCY WITH SUPERVISION	HAS HAD NOT OPPORTUNITY	HAS NOT MASTERED THIS COMPETENCY
1. Plants bedding plants and garden plants	1. Separates seedlings				
2. Fertilizes plants	2. Fertilizes plants				
3. Harvests garden crops	3. Plants seedlings				
4. Waters plants	4. Measures water				
5. Waters lawn	5. Mists plants				
	6. Waters plants				
LAWN CARE					
1. Mows lawns					
2. Rakes lawns					
3. Edges lawns					
4. Does special maintenance as assigned					
5. Handles grass clippings					
PLANT PROPAGATION					
1. Sows garden seed	1. Sows seed flats				
	2. Prepares cuttings				
	3. Transplants plants				

Bussing/Pot Washing and Garden Assistant Courses

EVALUATION

Students will fill out the Self Examination of Work Experience form with assistance, if necessary, in order to evaluate their own progress. Throughout the program(s), students should be assisted with self-evaluation so that by the completion of the program, they will be able to identify their strengths and weaknesses.

Supervisors at the practicum site will fill out an Evaluation Form rating the student's performance on the job. The instructor will fill out an Evaluation Form rating the student's performance.

In a private conference, using the completed forms, the student and instructor and employer where appropriate can identify and evaluate the student's strengths and weaknesses. Checklists are also used as a means to evaluate the student's progress on a regular, periodic and final basis.

The grading will be MASTERY or NO CREDIT. Students will be assisted with regular, periodic feedback to guide them toward successful mastery of the course objectives. Evaluations will be completed by students, supervisors, and instructors at points during the course as well as at the completion of the course.

Mastery of specific skills is defined as: student's performance of a skill so that it has value to the industry; does not have to be redone; corrected, or improved; and no supervision beyond that normally given to trained staff members is required for that particular skill.

Evaluation requirements include attendance, participation and involvement in group discussions, activities and job training. A specific number of unexcused absences only will be tolerated. Evaluation requirements will also include both the classroom and the practicum components which must be completed to a Level 3 in selected course competencies as described in checklists devised by the instructors using the curriculum as a guide.

EVALUATION RATING SCALE

5	Excellent; exceeds expectation for employability
4	Good; meets expectations for employability
3	Fair; meets most expectations for employability
2	Unsatisfactory; does not meet expectations for employability
1	Not applicable or not observed

The Adaptive Functioning Index: #2 (Vocational Check List) published by The Vocational and Rehabilitation Research Institue, 3304 - 33 Street N.W., Calgary, Alberta, Nancy J. Marlett, author, may be useful in the evaluation of basic work skills, specific task analysis, and acceptance skills. A copy of the Index is available at the above address.

SELF EVALUATION OF WORK EXPERIENCE

Statement	Yes	No	Explain No Answer
1. I reported to work on time.			
2. I was neat and clean.			
3. I notified my employer when unable to work.			
4. I began work promptly.			
5. I was courteous and considerate.			
6. I organized my work.			
7. I tried to improve my work techniques.			
8. I took an interest in work.			
9. I saw work to be done without being told.			
10. I was thorough in my work.			
11. I was sparing with materials.			
12. I was careful with equipment.			
13. I used my time wisely.			
14. I followed instructions accurately.			
15. I performed tasks carefully and quickly.			
16. I accepted all tasks asked of me.			
17. I accepted responsibility for errors.			
18. I accepted constructive criticism.			
19. I cooperated with others.			
20. I was cheerful.			
21. I was patient with myself and others.			
22. I was honest and trustworthy.			
23. I felt confident in what I did.			
24. I worked without supervision.			
25. I answered above statements truthfully.			

EMPLOYER'S PRACTICUM EVALUATION RATING FORM

STUDENT: ______________________ JOB SITE: ______________________

SUPERVISOR: ______________________ DATE: ______________________

EVALUATION RATING SCALE:

5 - Excellent; exceeds expectations for employability
4 - Good; meets expectations for employability
3 - Fair; meets most expectations for employability
2 - Unsatisfactory; does not meet expectations for employability
1 - Not Applicable or Not Observed

	RATING	COMMENTS
WORK HABITS		
1. Is punctual in arriving and at breaks.		
2. Works independently, without direct supervision.		
3. Continues working despite distractions, setbacks or changes in routine.		
4. Asks for assistance as necessary.		
5. Demonstrates necessary safety precautions.		
RELATIONS WITH SUPERVISOR		
1. Listens to and follows instructions.		
2. Accepts suggestions and criticism.		
3. Interacts well socially.		
RELATIONS WITH CO-WORKERS		
1. Cooperates and works well with others while performing job.		
2. Socializes appropriately at breaks.		

	RATING	COMMENTS
RELATIONS WITH CUSTOMERS 1. Interacts with customers pleasantly and appropriately.		
APPEARANCE AND BEHAVIOUR 1. Maintains good grooming and hygiene throughout day. 2. Maintains acceptable behaviour and mannerisms.		
JOB PERFORMANCE 1. Completes all assigned tasks. 2. Completes tasks at an adequate rate. 3. Completes tasks to an acceptable standard.		

MAJOR STRENGTHS:

MAJOR IMPROVEMENTS NEEDED:

PRACTICUM EVALUATION RATING FORM

WORK HABITS	RATING	COMMENTS
1. Demonstrates awareness of safety in handling hot or sharp items and in using equipment.		
2. Demonstrates punctuality in arriving at work and in returning from breaks.		
3. Works independently, without direct supervision.		
4. Moves from task to task independently.		
5. Shows initiative in finding things to do when assigned tasks are completed.		
6. Continues working when there are distractions.		
7. Continues working when there are setbacks or difficulties.		
8. Maintains productivity when there are changes in routine.		
9. Makes appropriate decisions when faced with problems.		
10. Asks for assistance when needed.		

RELATIONS WITH SUPERVISOR	RATING	COMMENTS
1. Listens carefully when being given instructions, and respond appropriately.		
2. Asks questions when instructions are not understood.		
3. Responds well to criticism or suggestions.		
4. Interacts appropriately with supervisor in informal situations.		

RELATIONS WITH CO-WORKERS	RATING	COMMENTS
1. Cooperates with others on completion of tasks; offers and accepts assistance.		
2. Responds to greetings from co-workers.		
3. Initiates interactions with co-workers when appropriate.		
4. Socializes appropriately at breaks.		

RELATIONS WITH CUSTOMERS	RATING	COMMENTS
1. Responds to greetings from customers.		
2. Initiates greetings to customers when appropriate.		

APPEARANCE AND BEHAVIOUR	RATING	COMMENTS
1. Maintains good grooming and hygiene throughout the work day.		
2. Demonstrates sanitary food handling procedures throughout the work day.		
3. Maintains acceptable behaviour throughout the work day; avoids unacceptable habits or mannerisms.		

JOB PERFORMANCE	RATING	COMMENTS
1. **TASK:** Completed at adequate rate. Completed to acceptable standard.		
2. **TASK:** Completed at adequate rate. Completed to acceptable standard.		
3. **TASK:** Completed at adequate rate. Completed to acceptable standard.		
4. **TASK:** Completed at adequate rate. Completed to acceptable standard.		
5. **TASK:** Completed at adequate rate. Completed to acceptable standard.		

Employer's Practicum Evaluation

Student: ____________________ Supervisor: ________________________

Job Site: ____________________ Date: ____________________________

Evaluation Rating Scale:

5 - Excellent; exceeds expectations for employability
4 - Good; meets expectations for employability
3 - Fair; meets most expectations for employability
2 - Unsatisfactory; does not meet expectations for employability
1 - Not Applicable or Not Observed

WORK HABITS	Rating	Comments
1. Is punctual in arriving and at breaks.		
2. Works independently, without direct supervision.		
3. Continues working despite distractions setbacks, or changes in routine.		
4. Asks for assistance as necessary.		
5. Demonstrates necessary safety precautions.		
RELATIONS WITH SUPERVISOR		
1. Listens to and follows instructions.		
2. Accepts suggestions and criticism.		
3. Interacts well socially.		
RELATIONS WITH CO-WORKERS		
1. Cooperates and works well with others while performing job.		
2. Socializes appropriately at breaks.		
RELATIONS WITH CUSTOMERS		
1. Interacts with customers pleasantly and appropriately.		
APPEARANCE AND BEHAVIOUR		
1. Maintains good grooming and hygiene throughout day.		
2. Maintains acceptable behaviour and mannerisms.		
JOB PERFORMANCE		
1. Completes all assigned tasks.		
2. Completes tasks at an adequate rate.		
3. Completes tasks to an acceptable standard.		

MAJOR STRENGTHS:

MAJOR IMPROVEMENTS NEEDED:

STUDENT PERFORMANCE REPORT

Student: ______________________ Present Date: ____/____/____

Birthdate: ___/___/___ Age: ____ School Placement: ______________________

Parent/Guardian: ____

Address: ________________________________ Phone No: ______________

- -

ACADEMIC: ____

____

____

____

PHYSICAL: ____

____

____

BEHAVIOUR: ____

____

____

HEALTH: ____

____

____

ATTENDANCE: ____

____

____

COMMENTS: ____

____

____

____

REPORT BY: ______________________

POSITION: ______________________

LIFE SKILLS PROGRAMME
KELOWNA SECONDARY SCHOOL
KELOWNA, B.C.

CAREER EXPLORATION / WORK EXPERIENCE PROGRAMME
KELOWNA SECONDARY SCHOOL

STUDENT APPRAISAL FORM

Name of student: .... Date: ....

Placement: .... Job supervisor: ....

ATTITUDE OF STUDENT (Please Check)	EXCELLENT	GOOD	FAIR	NEEDS TO IMPROVE
1. To work				
2. To supervisors				
3. To fellow workers				
4. To learning about the job				
ABILITY OF STUDENT				
5. To do a specific job				
6. To learn from errors				
7. To remember and follow instructions				
8. To show initiative				
9. To use time effectively				
10. To work without close supervision				
APPEARNCE				
11. Dresses suitably for the job				
12. Grooming				
PUNCTUALITY				
13. In morning, from breaks, etc.				
GENERAL				
14. Evaluation as a prospective employee				

COMMENTS OF JOB SUPERVISOR (About the student or any aspect of this programme)

....

Signature of Job Supervisor

II. SOCIALIZATION AND BEHAVIOUR

Name: ______________________

GOAL: To develop in students the proper social and behaviour attitudes.

A. INTERPERSONAL RELATIONS DATE:						
1. Makes friends easily						
2. Interrelates with other students						
3. Shows appropriate affection						
4. Participates in class discussions and activities						
5. Leads activities						
6. Respects the personal feeling of others						
7. Shares with others						
8. Respects the property of others						
9. Participates in group decisions						
10. Conforms to group decisions						
11. Plays with students of peer age or older						
12. Fight, hits, bullies, and bosses peers						
B. ADAPTIVE BEHAVIOUR						
1. Engages in interactions with other students						
2. Engages in new activities						
3. Tries again when change or dissappointment occur						
4. Remains calm when dissappointment occurs						
5. Behaves according to peer group norm in defined situations						
6. Follows class routine when there are changes to be made						
7. Follows class/school rules as stated						
8. Adjusts behaviour to fit rules and routine of different situations						
9. Schedules activities to fit within specified time frame						
C. IMPULSE CONTROL						
1. Displays self-stimulating behaviours						
2. Displays self-destructive behaviours						
3. Excercises self-control when he cannot do or get what he desires						
4. Excercises self-control when scolded, criticized, or teased						

C. IMPULSE CONTROL (Cont.)

DATE:						
5. Considers situations before responding to them.....						
6. Laughs or cries for no apparent reason............						
7. Calls out or acts out when seeking attention.......						
8. Interferes with or disrupts work of other students.						
9. Becomes irritated or upset easily..................						
D. SELF CONFIDENCE						
1. Expreses opinions..................................						
2. Verbalizes feelings of a good self-image...........						
3. Accepts the responsibility for own failures........						
E. ATTENTION SPAN						
1. Remains at task regardless of distraction..........						
2. Displays interest in classroom activities..........						
3. Attends to tasks without continual direction.......						
4. Responds to oriented classroom stimuli.............						
F. TASK COMPLETION						
1. Starts and completes all assignments without being reminded..................................						
2. Works on assignments without individual direction..						
3. Determines realistically when assignment is complete......................................						
4. Proofreads and corrects work before handing it in..						
5. Evaluates own quality of work......................						
G. PERSONAL QUALITIES						
1. co-operative.......................................						
2. respectful...						
3. honest...						
4. reliable...						
5. sacrificial..						
6. patient..						
7. kind...						
8. friendly...						
9. loving...						
10. self-disciplined..................................						
H. ATTENDANCE AND PROMPTNESS						
1. Attends school on a regular basis..................						
2. Is prompt to be in class on time...................						

IV. VOCATIONAL SKILLS

Name: ____________________

GOAL: To provide students with knowledge and training within the working environment.

A. WORK STUDY DATE:						
Job Qualifications						
1. Understands the value of strong personal qualities.						
2. Recognizes the importance of mental and physical care of oneself..................................						
3. Recognizes the importance of developing basic mental and physical job preparation skills.........						
4. Recognizes the importance of job experience........						
Choosing A Job						
1. Understands factors in choosing a job:						
a. wages and salary............................						
b. fringe benefits.............................						
c. transportation..............................						
d. working conditions..........................						
e. employer-employee relationships..............						
Looking For Work						
1. Understands procedures involved in looking for work:						
a. applying directly to the employer............						
b. asking friends and relatives.................						
c. answering newspaper ads......................						
d. checking with private employment agency.......						
e. contacting school placement office...........						
f. taking placement tests.......................						
g. contacting unions............................						
Manpower Office						
1. Is familiar with the services offered by the Office of Manpower:						
a. counseling...................................						
b. ability and interest tests....................						
c. training possibilities........................						
d. job listings..................................						
e. job placement................................						
f. government work programmes....................						
g. U.I.C...						

A. WORK STUDY (Cont.)

Applying For A Job DATE:						
1. Can fill out standard application forms correctly:						
a. personal data records						
b. answering problem questions						
2. Can write a resume:						
a. personal data records						
b. employment experiences						
Interviewing For A Job 1. Understands acceptable job interviewing skills:						
a. preparation in dress						
b. preparation in hygiene						
c. introductions						
d. conduct during interview						
e. explaining job skills						
f. responding to questions						
g. closing interview						
Employment Responsibilities 1. Understands employer expectations for successful employment:						
a. appropriate dress						
b. proper hygiene habits						
c. positive mental attitude						
d. proper conduct						
e. satisfactory production skills						
f. positive working relationships with other employees						
g. punctuality						
Paycheck Skills 1. Understands paycheck terminology						
2. Computes gross and net income						
3. Computes all deductions						
B. WORK TRAINING Oral Communication 1. Speaks clearly and courteously with acceptable grammar and vocabulary						
2. Converses with ease						
Listening Skills 1. Is a courteous and conscientious listener						
2. Follows oral directions and instructions						

Written Communication DATE:						
1. Uses proper sentence and paragraph structure in written communciation............................						
2. Spells names and words correctly....................						
3. Fills out various work forms correctly............						
4. Keeps efficient work records......................						
Reading						
1. Reads and comprehends basic work vocabulary........						
2. Reads forms and charts............................						
3. Reads various reference materials (catalogues, magazines, pamphlets, newspapers, directions)......						
Math						
1. Can perform numerical computations required in the basic work environment............................						
2. Understands the metric system measurements volume, weights, time, and temperature....................						
3. Can solve various thought problems involving numerical operations and metrics..................						
Money						
1. Recognizes different values of Canadian currency...						
2. Can count out a given sum of money using a variety of coin and paper currency........................						
3. Can perform numerical computations involving money.						
4. Can solve various thought problems involving money.						
5. Can operate a cash register.......................						
6. Makes change accurately...........................						
Time						
1. Is punctual.......................................						
2. Paces self effectively............................						
3. Budgets time efficiently..........................						
4. Completes assigned tasks according to alloted time schedule.......................................						
Social Skills						
1. Practices good personal hygiene, health, and grooming habits......................................						
2. Demonstrates acceptable relationships among peers and supervisors in individual or group setting.....						
3. Co-operates with peers and supervisors............						
4. Adapts well to new acquaintances..................						
5. Accepts instructions and criticism from peers and supervisors without verbal retaliation..............						

B. WORK TRAINING (Cont.)

Social Skills (Cont.) DATE:

6. Knows the relationship between authoritative and occupational groups of workers....................
7. Accepts and performs leadership roles successfully.

Competencies

1. Expresses a positive mental attitude toward work...
2. Selects and wears appropriate work clothes.........
3. Is familiar with the various kinds of tools and their use in the work setting.....................
4. Is familiar with work safety rules and co-operation in safety.......................................
5. Manages personal items in general and in work space...
6. Works efficiently over an extended period of time..
7. Works at an competitive pace.......................
8. Can work alone....................................
9. Completes assigned tasks successfully..............
10. Completes tasks involving sequenced assembly.......
11. Completes tasks involving group co-operation.......
12. Initiates new tasks...............................
13. Performs job skills which are appropriate for a variety of job occupations........................
14. Problem solves in the work setting................
15. Adapts well to new work assignments...............
16. Has realistic job aspirations.....................
17. Evaluates his own efforts and productivity honestly

C. WORK EXPERIENCE = (employment experience within the community)

Oral Communication

1. Speaks clearly and courteously with acceptable grammar and vocabulary............................
2. Speaks to supervisors and fellow workers with ease.
3. Speaks well in telephone conversations............

Listening

1. Is a courteous and conscientious listener..........
2. Follows oral directions and instructions of supervisors..
3. Relates messages correctly between two or more parties...

Written Communication

1. Uses proper sentences and paragraph structure in written communication............................

C. WORK EXPERIENCE (Cont.)

Written Communication (Cont.) DATE:						
2. Spells words and names correctly						
3. Writes simple messages correctly						
4. Fills out required job forms accurately						
5. Keeps efficient work records						
Reading						
1. Reads and understands basic work vocabulary						
2. Reads forms and charts						
3. Reads information pertaining to job activities						
Math						
1. Can perform numerical computations required in the basic work environment						
2. Understands the metric system measurements, volume, weights, time, and temperature						
3. Can solve various thought problems involving numerical operations and metrics						
Money						
1. Can perform numerical computations involving money						
2. Can perform various thought problems involving money						
3. Makes change accurately						
4. Inspects checks accurately						
5. Fills out credit card slips accurately						
6. Operates cash register						
Time						
1. Is punctual						
2. Paces self effectively through work day						
3. Budgets time efficiently						
4. Completes assigned tasks according to alloted time schedule						
Social Skills						
1. Practices good personal hygiene, health, and grooming habits						
2. Demonstrates acceptable relationships among fellow employees and supervisors						
3. Co-operates with fellow workers and supervisors on the job						
4. Interrelates with customers in a courteous and helpful manner						
5. Accepts criticism without verbal retaliation						

C. WORK EXPERIENCE (Cont.)

Social Skills (Cont.) DATE:						
6. Relates well with new employees....................						
7. Accepts and performs leadership roles successfully.						
Competencies						
1. Expresses a positive mental attitude on the job....						
2. Selects and wears appropriate work clothes.........						
3. Is familiar with the various kinds of tools and their use on the job.............................						
4. Is familiar with company safety regulations........						
5. Manages personal items in general and in work space...						
6. Co-operates with fellow workers and supervisors....						
7. Performs required job skills successfully..........						
8. Works efficiently at an competitive pace over an entire working day................................						
9. Works well alone...................................						
10. Completes all individually assigned tasks..........						
11. Perseveres in the performance of difficult tasks...						
12. Initiates new tasks................................						
13. Completes all assigned tasks involving group participation.....................................						
14. Fulfills daily quota of expected productivity......						
15. Problem solves in job situation....................						
16. Fulfills customer needs successfully...............						
17. Adapts well to new work assignments................						
18. Evaluates his job performance honestly.............						
19. Demonstrates company loyalty.......................						

DOUGLAS COLLEGE
CONSUMER AND JOB PREPARATION PROGRAM
FOR ADULTS WITH SPECIAL NEEDS

LEARNING CONTRACT

NAME: STUDENT NUMBER:

REFERRING AGENCY:

LONG-TERM GOAL: EMPLOYMENT

SHORT-TERM GOAL #1: REGULAR ATTENDANCE AND PUNCTUALITY

Performance Objectives: Student will, on 90% of opportunities, independently:

1. attend class as scheduled
2. arrive on time
3. inform instructor of absence or lateness prior to class time
4. return to class from breaks on time

SHORT-TERM GOAL #2: APPROPRIATE HYGIENE AND GROOMING

Performance Objectives: Student will, on 90% of opportunities, independently demonstrate the following:

1. appear rested and awake
2. clean body
3. neat appearance
4. proper nasal/oral hygiene
5. appropriate clothing

SHORT-TERM GOAL #3: COMMUNICATION SKILLS

Performance Objectives: Student will, on 90% of opportunities, independently:

1. ask and answer questions
2. initiate and carry on a conversation
3. participate in class discussions
4. participate in role-plays

SHORT-TERM GOAL #4: EXPLAIN MEANING OF EMPLOYMENT-RELATED WORDS

Performance Objective: Student will define 24 words related to employment independently on three occasions during class.

SHORT-TERM GOAL #5: VERBALIZE GOOD AND BAD WORK HABITS

Performance Objectives: Student will, on three occasions during the course, independently:
1. describe at least three good work habits
2. describe at least three bad work habits

PROGRAMMER:____

STARTING DATE:________________PROPOSED COMPLETION DATE:__________

DAYS AND TIMES:_______________NUMBER OF HOURS PER DAY:__________

LOCATION OF TRAINING: INITIAL:__________________________________

FINAL:____________________________________

AUTHORIZATION FOR TRAINING (agency person):______________________

AUTHORIZATION FOR USE OF TRAINING LOCATION:______________________

SHORT-TERM GOALS TO BE IMPLEMENTED BY:__________________________

__________________________ __________________________
Student Parent/Advocate

____
Douglas College Program Supervisor

DOUGLAS COLLEGE
CONSUMER AND JOB PREPARATION PROGRAM
FOR ADULTS WITH SPECIAL NEEDS

CONTRACT REPORT

NAME: STUDENT NUMBER:

DATE STARTED: DATE COMPLETED:

HOURS:

LONG-TERM GOAL: EMPLOYMENT AS A JANITOR

SHORT-TERM GOAL #1: PERSONAL APPEARANCE AND HYGIENE

Performance Objectives: For 10 consecutive opportunities while training to be a _ _ _ _ _ _ _ _ _ _ _ _ _ _ _, student will independently:

(1) have good posture -

(2) have good body hygiene -

(3) have good oral hygiene -

(4) keep hair clean and tidy -

(5) keep fingernails clean and trimmed -

(6) wear appropriate clothing -

(7) wear uniform as needed -

(8) wash hands when necessary -

SHORT-TERM GOAL #2: WORK ROUTINES

Performance Objectives: For 10 consecutive opportunities while training to be a _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _, student will independently:

(1) arrive for work on time -

(2) notify supervisor if going to be absent/late -

(3) place belongings in designated area -

(4) report to work area to prepare supply cart -

(5) work continuously -

(6) complete assigned tasks -

(7) return supplies and equipment to proper storage area and ensure that doors of storage area are locked -

(8) take break at appropriate time -

(9) take allotted break time only (one 15-minute break) -

SHORT-TERM GOAL #3: WORK SKILLS

Performance Objectives: For 10 consecutive opportunities while training to be a _ _ _ _ _ _ _ _ _ _ _ _ _, student will independently:

(1) follow instructions -

(2) perform previously learned tasks -

(3) perform work tasks without wasting materials -

(4) assist others when necessary -

(5) ask for clarification when necessary -

(6) request assistance when necessary -

(7) correct mistakes when pointed out by supervisor -

(8) demonstrate care with materials/equipment/property -

(9) report problems to supervisor -

SHORT-TERM GOAL #4: WORK ATTITUDES

Performance Objectives: For 10 consecutive opportunities while training to be a _ _ _ _ _ _ _ _ _ _ _ _ _, student will independently:

(1) adapt to new situations -

(2) accept advice and constructive criticism -

(3) accept assistance when necessary -

(4) demonstrate willingness to attempt new tasks -

SHORT-TERM GOAL #5: INTERPERSONAL SKILLS

Performance Objectives: For 10 consecutive opportunities while training to be a _ _ _ _ _ _ _ _ _ _ _ _ _, student will independently:

(1) speak with appropriate volume -

(2) speak respectfullly to/of others -

(3) interact with others -

(4) maintain acceptable personal space -

(5) control irritating/distracting mannerisms -

(6) demonstrate personal traits of: courtesy, honesty, politeness, trustworthiness -

(7) respect others' personal property -

(8) demonstrate self-control -

(9) exchange greetings on arrival/departure -

(10) give eye contact when conversing with others -

SHORT-TERM GOAL #6: EMPLOYER/EMPLOYEE RELATIONS

Performance Objectives: For 10 consecutive opportunities while training to be a _ _ _ _ _ _ _ _ _ _ _ _, student will independently:

(1) explain important information regarding own role -

(2) explain important information regarding supervisor's role -

(3) approach supervisor with appropriate requests -

SHORT-TERM GOAL #7: SAFETY PROCEDURES

Performance Objectives: For 5 consecutive opportunities while training to be a , student will independently:

(1) demonstrate first aid procedures in a simulated situation -

(2) demonstrate proper lifting technique -

(3) demonstrate proper use of equipment -

(4) demonstrate proper procedures for measuring and mixing cleaning materials -

SHORT-TERM GOAL #8: OPERATIONAL SKILLS

Performance Objectives: For 10 consecutive opportunities while training to be a _ _ _ _ _ _ _ _ _ _ _, student will independently carry out the _ _ _ _ _. duties as required by the supervisor (see attached schedule of duties).

SUMMARY:

RECOMMENDATIONS:

STUDENT:____

REFERRING AGENCY:____

PROGRAM ASSISTANT:____

DOUGLAS COLLEGE PROGRAM SUPERVISOR:_____________________________

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